

**ILLINOIS
STATE NORMAL
UNIVERSITY
BULLETIN**



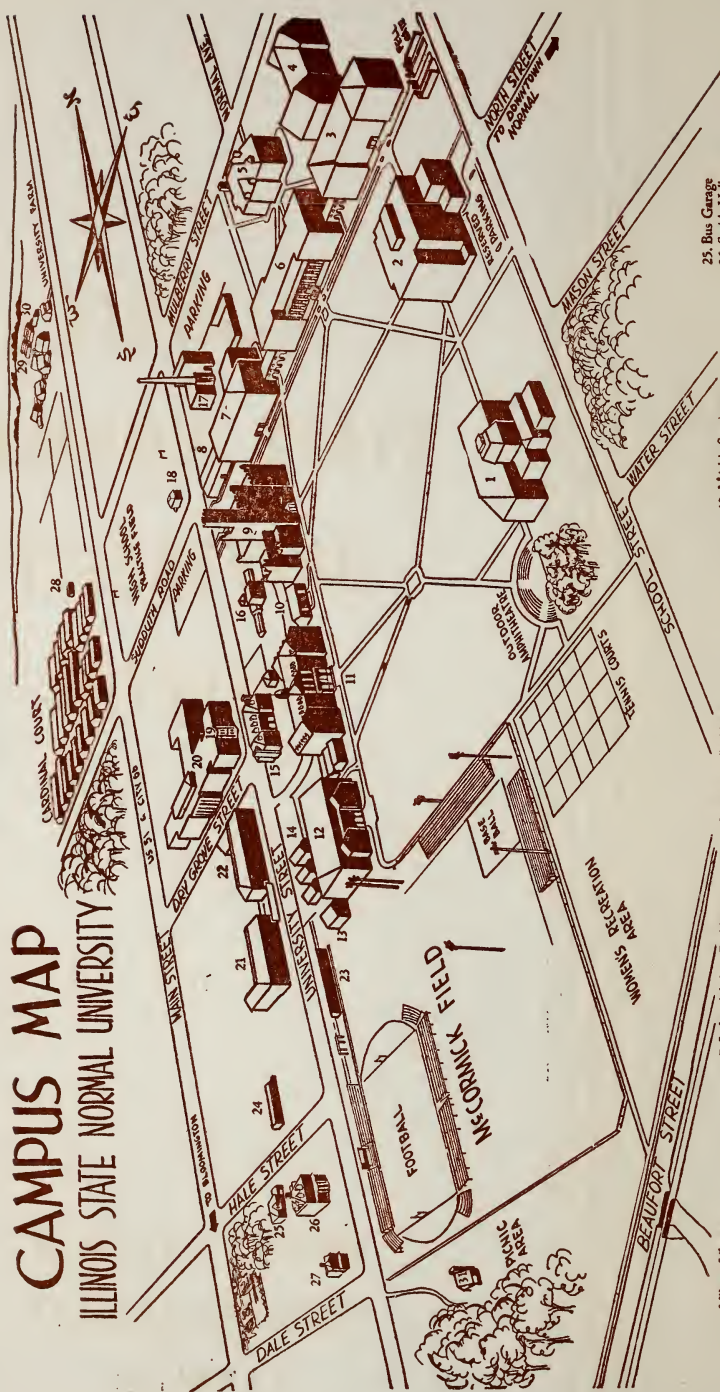
**NINETY-SEVENTH
UNDERGRADUATE
CATALOG**

1955-1956



CAMPUS MAP

ILLINOIS STATE NORMAL UNIVERSITY



1. Miller Library
2. Administration Building
3. Thomas Mercall Building
4. David Feinley Hall of Science
5. North Hall
6. Old Main
7. Industrial Arts Building
8. Industrial Arts Annex
9. John W. Cook Hall
10. Music Building
11. Fell Hall
12. McCormick Gymnasium

13. Intramural Building
14. Federal Buildings—F-1, F-2, F-3, F-4, F-5, F-6
15. Rambo Home Management House
16. Greenhouse
17. Heating Plant
18. Maintenance Shop

19. Health Service
20. Special Education Building
21. Men's Residence Hall
22. Women's Residence Hall
23. Bleacher House
24. Carpenter Shop
25. Bus Garage
26. South Hall
27. South Hall Annex
28. Cardinal Court Kindergarten
29. Stock Juggling Pavilion
30. Machinery Hall
31. Outdoor Fireplace



Air View of Campus
Showing Sights of
Prospective Buildings

- | | | | |
|---------------------------------------|-----------------------------|--------------------------------|-----------------------------------|
| 1. University Farm | 10. Administration Building | 19. Cook Hall | Sites Proposed for New Buildings |
| 2. Cardinal Court (Veterans' Housing) | 11. Milner Library | 20. Greenhouse | |
| 3. Heating Plant | 12. Picnic Area | 21. Special Education Building | |
| 4. Industrial Arts Machine Shop | 13. McCormick Field | 22. University Health Service | |
| 5. Industrial Arts | 14. McCormick Gymnasium | 23. Barton Hall | A. New Residence Hall for Women |
| 6. Old Main | 15. Intramural Building | 24. Dunn Hall | B. New Student Union |
| 7. North Hall | 16. Home Management Houses | 25. Smith Hall | C. Prospective Laboratory Schools |
| 8. David Felimley Hall of Science | 17. Fell Hall | 26. Smith Hall Annex | D. Prospective Classroom Building |
| 9. Thomas Wetzel Building | 18. Music Building | 27. Bus Garage | |



Cook Hall — Business Education

STATE OF ILLINOIS
Land of Lincoln

WILLIAM G. STRATTON
Governor

Illinois State Normal University Bulletin

Ninety-seventh
**ANNUAL UNDERGRADUATE
CATALOG**

With Announcements for 1955-1956

A State College for Teachers

Accredited by
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

PUBLISHED BI-MONTHLY
BY
ILLINOIS STATE NORMAL UNIVERSITY
Normal, Illinois

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GUIDE TO BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily detailed. The topics indicated below in italics may be found through the Table of Contents or the Index.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Sometimes students enter a university and then have to drop out after a few weeks or months because they do not have enough money to pay their expenses, which, though lower here than in most colleges, are naturally much higher than those in high school.
2. Turn to the subdivision entitled *Student Organizations and Activities* if you are interested in learning what extracurricular activities are found at this University.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. Study *Organization and Curricula of the University* to see the difference between elementary and secondary work.
5. Read the entire section entitled *Regulations Every Student Should Know*, which will be of particular importance to all students.
6. Enjoy a preliminary visit to the University through the description found under *Buildings, Campus, and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

Be sure to read the section *Admission as a Transfer Student*.

IF YOU ARE A FORMER STUDENT:

1. Read again the *Regulations Every Student Should Know* as there may have been changes since you were last in school.
2. Be sure to know the requirements of your curriculum and of your teaching fields if you are in the secondary curriculum.

IF YOU ARE INTERESTED IN THE GRADUATE SCHOOL:

Write for a Graduate Bulletin.

IF YOU ARE A VETERAN:

Read the section entitled *Services for War Veterans*.

UNIVERSITY CALENDAR — 1955-1956

Summer Sessions, 1955

- June 20, Monday—Opening of Eight-Week Session. Registration for University classes and University High School classes.
June 21, Tuesday—Classes begin in the University, University High School, Metcalf Elementary School, Special Education School.
July 4, Monday—Independence Day: Holiday.
August 11 and 12, Thursday and Friday—Final examinations for Eight-Week Session classes.
August 12, Friday—Commencement, 3:00 p.m. Eight-Week Session closes.
August 15, Monday—Opening of Post Session (one-, two-, or three-week courses). Registration for Post Session.

First Semester, 1955

- September 12, Monday—Opening of First Semester. Registration for Metcalf Elementary School, Special Education School, University High School, and Soldiers' and Sailors' Children's School. Student teachers report to Directors of Divisions, 9:00 a.m.
September 12, Monday—Freshmen report, 9:15 a.m., for Orientation-Week Activities.
September 12, Monday—Faculty meeting, 4:00 p.m.
September 13, Tuesday—Registration for late afternoon, evening and Saturday classes, 7:30 p.m.
September 14 and 15, Wednesday and Thursday—University registration, according to a published schedule.
September 16, Friday—University classes begin.
October 10, Monday—Meeting of Central Division of Illinois Education Association. Campus and affiliated schools not in session.
October 21 and 22, Friday and Saturday—Annual Homecoming.
November 23, Wednesday—Thanksgiving vacation begins, 12:00 noon.
November 28, Monday—Thanksgiving vacation ends, 8:00 a.m.
December 17, Saturday—Christmas vacation begins after scheduled classes.

1956

- January 3, Tuesday—Christmas vacation ends, 8:00 a.m.
January 23-26, Monday-Thursday—Final examinations for First Semester.
January 27, Friday—First Semester closes.

Second Semester, 1956

- January 30, Monday—Opening of Second Semester. Student teachers report to Directors of Divisions, 9:00 a.m.
January 30, Monday—Registration for late afternoon, evening and Saturday classes, 7:30 p.m.
January 31 and February 1, Tuesday and Wednesday—University registration, according to a published schedule.
February 2, Thursday—University classes begin.
March 24, Saturday—Spring vacation begins after scheduled classes.
April 3, Tuesday—Spring vacation ends, 8:00 a.m.
May 30, Wednesday—Memorial Day: Holiday.
June 4-7, Monday-Thursday—Final examinations for Second Semester.
June 8, Friday—Second Semester closes.
June 9, Saturday—Alumni Reunion and luncheon.
June 9, Saturday—Ninety-seventh Annual Commencement, 3:30 p.m.

Summer Sessions, 1956

(Tentative Dates)

- June 18, Monday—Opening of Eight-Week Session. Registration for Eight-Week Session.
August 10, Friday—Commencement, 3:00 p.m. Eight-Week Session closes.
August 13, Monday—Opening of Post Session (one-, two-, or three-week courses). Registration for Post Session.

STATE OF ILLINOIS

WILLIAM G. STRATTON

Governor

THE TEACHERS COLLEGE BOARD

MR. LEWIS M. WALKER (Gilman).....Chairman
MR. ROYAL A. STIPES, JR. (Champaign).....Vice Chairman
MR. CHARLES G. LANPHIER (Springfield).....Secretary

Appointed Members

1953-1957

MR. CARL DUNBAR.....Macomb
DR. WILLIAM C. REAVIS.....Chicago
MR. CLARENCE ROPP.....Normal

1953-1959

MRS. HARRIET LOWDEN MADLENER.....Oregon
MR. ROYAL A. STIPES, JR.....Champaign
MR. LEWIS M. WALKER.....Gilman

1955-1961

MR. J. ARTHUR HOULE, JR.....Hinsdale
MR. ALEXANDER SUMMERS.....Mattoon
MR. CHAUNCEY B. WATSON, SR.....DeKalb

Ex-Officio Members

DR. VERNON L. NICKELL, Superintendent of Public Instruction....Springfield
MR. MORTON H. HOLLINGSWORTH, Director of Finance.....Springfield

DR. RICHARD G. BROWNE, Educational Coordinator.....Springfield
MR. CHARLES G. LANPHIER, Financial Coordinator.....Springfield

Illinois State Normal University is governed by the Teachers College Board. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law. An Educational Coordinator and a Financial Coordinator are employees of the Teachers College Board and elected by the Board for specified terms. The Teachers College Board is the governing body for the four state teachers colleges of Illinois.

OFFICERS OF ADMINISTRATION

1954-1955

- †RAYMOND W. FAIRCHILD, Ph.D., LL.D., (1933)* *President*
Chairman of the Administrative Council
and of the University Faculty
 A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.
- **ARTHUR HOFF LARSEN, Ph.D., (1935) *Dean, Acting President*
Vice Chairman of the Administrative Council
and of the University Faculty
 B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., Ph.D., University of Wisconsin; University of Chicago.
- **ELSIE BRENNEMAN, M.A., (1927) *Director of Admissions*
Secretary of the Administrative Council
and of the University Faculty
 B.Ed., Illinois State Normal University; M.A., Northwestern University.
-
- ALICE R. BRADFORD, B.S., (1952) *Director of Food Services*
 B.S., Michigan State College; Syracuse University.
- **JOHN WESLEY CARRINGTON, Ph.D., (1933) *Director of Laboratory*
School Experiences
 B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University.
- PRESTON M. ENSIGN, B.Ed., (1943) *Business Manager*
 B.Ed., Illinois State Normal University.
- WALTER A. FREAUFF, M.A., (1953) *Resident Director of Dunn Hall*
 B.A., M.A., University of Oregon; The State College of Washington.
- HAROLD E. GIBSON, Ed.D., (1950) *Director of the Bureau of Appointments*
 A.B., Illinois College; A.M., Ed.D., University of Missouri; Western Illinois State College.
- GERTRUDE M. HALL, Ed.D., (1936) *Director of Publicity*
 A.B., Stephen F. Austin State College, Nacogdoches, Texas; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Director of Athletics*
 B.S., M.S., University of Wisconsin; Indiana University.
- CLARENCE WOODSON HARDY, M.D., (1953) *Director of the University*
Health Service
 M.D., University of Michigan Medical School; University of Minnesota Post-Graduate School.
- **ANNA LUCILE KEATON, Ph.D., (1937) *Dean of Women*
 A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.
- ESTHER E. KIRCHHOEFER, M.A., (1949) *Registrar*
 A.B., Valparaiso University; M.A., University of Chicago.
- **RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men*
 A.B., Illinois College; A.M., University of Illinois.

† Leave of absence in 1954-1955 school year.

* Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

** Member of Administrative Council.

OFFICERS OF ADMINISTRATION—(Continued)

- HARRY D. LOVELASS, Ed.D., (1946) *Principal of University High School*
B.Ed., Eastern Illinois State College; A.M., Ed.D., University of Illinois.
- ELOISE D. MALMBERG, A.B., (1946) *Director of Housing*
A.B., Wilson College, Chambersburg, Pennsylvania.
- FERNE M. MELROSE, B.Ed., (1928) *Recorder*
B.Ed., Illinois State Normal University.
- LEE WALLACE MILLER, Ph.D., (1935) *Director of University Field Services*
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MURRAY LINCOLN MILLER, Ph.D., (1950) *Director of Audio-Visual Education*
B.S., Bradley University; M.A., Ph.D., University of Pittsburgh; University of Chicago; Ohio State University; Teachers College, Columbia University.
- **STANLEY K. NORTON, Ph.D., (1948) *Assistant Dean of Men*
A.B., Lawrence College; A.M., Ph.D., University of Michigan; University of Wisconsin.
- CECILIA H. PEIKERT, M.S., (1945) *Director of Museums*
A.B., Central Michigan College of Education; M.S., University of Michigan; University of Colorado; State University of Iowa.
- VERNON L. REPLOGLE, Ed.D., (1950) *Principal of Metcalf Elementary School*
B.S., M.S., Ed.D., University of Illinois; Eastern Illinois State College; Northwestern University.
- JOHN L. REUSSER, Ph.D., (1944) *Principal of Illinois Soldiers' and Sailors' Children's School*
B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa.
- LILLIE MAE RICKMAN, A.M., (1950) *Principal of Special Education School*
B.A., Mississippi State College for Women; A.M., University of Chicago; Wayne University; Teachers College, Columbia University.
- CAROL ANNE RYLANDER, M.A., (1954) *Resident Director, Barton Hall*
B.A., M.A., De Pauw University.
- BETTE JEAN SOLDWEDEL, M.S. in Ed., (1953) *Assistant Director of Women's Residence Halls*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Bradley University; New York University.
- †**ISABELLE TERRILL, A.M., (1949) *Assistant Dean of Women
Director of Women's Residence Halls*
A.B., Knox College; Mus.B., Knox Conservatory of Music; A.M., Teachers College, Columbia University; Chicago Conservatory of Music; Institute of Musical Art, New York City; DePaul University; University of Wisconsin.
- **BJARNE R. ULLSVIK, Ph.D., (1945) *Administrative Assistant to the President*
B.S., M.S., Ph.D., University of Wisconsin.
- FRANCIS M. WADE, M.A., (1947) *Acting Director of Alumni Relations*
B.S., Bradley University; M.A., University of Washington; Illinois State Normal University; University of Wisconsin; University of Michigan.
- ELEANOR WEIR WELCH, M.S., (1929) *Director of Libraries*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.

† Leave of absence, second semester, 1954-1955.

** Member of Administrative Council.

UNIVERSITY SENATE

1954-1955

R. W. Fairchild (Chairman), President of the University.
A. H. Larsen (Vice Chairman), Dean of the University.
Elsie Brenneman (Secretary), Director of Admissions.
J. W. Carrington, Director of Laboratory School Experiences.
Florence P. Davis, Director of the Division of Home Economics Education.
Chris A. De Young, Head of the Department of Education and Psychology.
Esther French, Head of the Department of Health and Physical Education for Women.
Harold E. Gibson, Director of the Bureau of Appointments.
R. U. Gooding, Head of the Department of Physical Science.
Gertrude M. Hall, Director of Publicity.
Howard J. Hancock, Director of Athletics.
C. W. Hardy, Director of the University Health Service.
Herbert R. Hiatt, Head of the Department of English.
F. L. D. Holmes, Director of the Division of Speech Education.
F. Louis Hoover, Director of the Division of Art Education.
C. E. Horton, Director of the Division of Health and Physical Education.
C. W. Hudelson, Director of the Division of Agriculture Education.
Anna L. Keaton, Dean of Women.
John A. Kinneman, Head of the Department of Social Science.
Esther Kirchhoefer, Registrar.
Emma R. Knudson, Director of the Division of Music Education.
E. M. R. Lamkey, Head of the Department of Biological Science.
E. A. Lichty, Associate Professor of Junior College Education.
R. H. Linkins, Dean of Men.
Harry D. Lovell, Principal of the University High School.
Eloise D. Malmberg, Director of Housing.
Clyde T. McCormick, Acting Head of the Department of Mathematics.
Ferne M. Melrose, Recorder.
L. Wallace Miller, Director of University Field Services.
M. L. Miller, Director of Audio-Visual Education.
Helen M. Nance, Director of the Division of Elementary Education.
Stanley K. Norton, Assistant Dean of Men.
Rose E. Parker, Director of the Division of Special Education.
Vernon L. Replogle, Principal of the Metcalf Elementary School.
John L. Reusser, Principal of the Illinois Soldiers' and Sailors' Children's School.
Lillie Mae Rickman, Principal of the Special Education School.
R. M. Stombaugh, Director of the Division of Industrial Arts Education.
Isabelle Terrill, Director of Women's Residence Halls and Assistant Dean of Women.
Lewis R. Toll, Director of the Division of Business Education.
Bjarne R. Ullsvik, Administrative Assistant to the President.
Francis M. Wade, Acting Director of Alumni Relations.
Arthur W. Watterson, Head of the Department of Geography.
Eleanor W. Welch, Director of Libraries.
Jennie A. Whitten, Head of the Department of Foreign Languages.

UNIVERSITY COUNCIL

FEBRUARY, 1955 — FEBRUARY, 1956

Burton O'Connor, Chairman (1957)*	Harry D. Lovelass (1958)
Herman Tiedeman, Vice Chairman (1957)	Clyde T. McCormick (1957)
Elizabeth Russell, Secretary (1958)	Margaret Peters (1956)
Harold L. De Weese (1957)	Clarence W. Sorensen (1958)
R. W. Fairchild, Ex-officio	Bjarne R. Ullsvik, Ex-officio
Elinor Flagg (1956)	Arthur W. Watterson (1956)
Arthur H. Larsen, Ex-officio	Leo J. Yedor (1956)

Ruth Zimmerman (1958)

** FACULTY COMMITTEES

FEBRUARY 1, 1955 — FEBRUARY 1, 1956

FACULTY PERSONNEL—Verna A. Hoyman, *Coordinator*

Professional Affairs—Bernice Cooper (Chairman), Orrin Mizer (Vice Chairman), Leo Eastman, Dorothy Fensholt, Victor Gimmetstad, Leland Hess, Inez Mauck, Wallace Ramsey, Candace Roell, Mildred Wells.

Social Affairs—De Verne Dalluge (Chairman), Louise Farmer (Vice Chairman), Frances Alexander, Edna Beezley, Howard Fielding, Ruth Freyberger, Miriam Gray, Eugene Hill, Stanley Norton, Elizabeth Stickles, Isabelle Terrill.

STUDENT PERSONNEL—M. Regina Connell, *Coordinator*

Orientation Week—H. J. Ivens (Chairman), Harlan Peithman (Vice Chairman), Ray Esworthy, Dorothy Fensholt, James Goff, Ruth Henline, Anna Keaton, R. H. Linkins, Zora Piper, Elizabeth Russell, Leo Yedor.

Student Personnel—Eugene Hill (Chairman), Harry Lovelass (Vice Chairman), Alice Bradford, Claude Dillinger, John Ellis, C. W. Hardy, Anna Keaton, W. P. Lawson, R. H. Linkins, Eloise Malmberg, Margie Jeanne Miner, Carol Rylander, Eleanor Welch, Lela Winegarner.

Religious Life—Stanley Norton (Chairman), Ruth Lundvall (Vice Chairman), Lucille Crosby, Josephine Howard, Neva McDavitt, Helen Nance, Harold Paulson.

Student Financial Aid—John Green (Chairman), Ferne Melrose (Vice Chairman), Russell Glasener, Mary Webb.

STUDENT ACTIVITIES—T. E. Rine, *Coordinator*

Apportionment—Bernice Frey (Chairman), W. I. De Wees (Vice Chairman), Alta Day, Helen Marshall, Lewis Toll, Lyle Young.

Athletics—Russell Glasener (Chairman), H. J. Ivens (Vice Chairman), William Ashbrook, Harold De Weese, Ray Esworthy, Howard Fielding, Robert Hammond, H. J. Hancock, Ruth Henline, Betty Keough, E. A. Lichty, Lawrence Pugno, Francis Wade.

* Indicates date of expiration of term.

** The President, the Dean, and the Administrative Assistant to the President are ex-officio members of all committees. The following are ex-officio members of the committees indicated: Director of Admissions—Orientation Week, Public Relations and Student Personnel Committees; Director of Alumni Relations—Homecoming Committee; Director of Audio-Visual Education—Audio-Visual Education Committee; Director of Integration—Curriculum Committee; Director of Libraries—Libraries and Museums Committees; Director of Publicity—Orientation Week, Homecoming, and Public Relations Committees; Registrar—Orientation Week and Scholarship Committees. The Chairmen of the Social Affairs and Research Committees are ex-officio members of the Orientation Week Committee. The Coordinators are ex-officio members of the committees of their respective areas.

FACULTY COMMITTEES—(Continued)

Entertainments, Concerts, and Lectures—Isabelle Terrill (Chairman), Eric Bickley (Vice Chairman), Mabel C. Allen, Jeannette Gund, Perry Hackett, H. R. Hiett, F. Louis Hoover, Clarence Kurth, Stanley Norton, William Popejoy, Doris Robie.

Forensics—Theodore Almy (Chairman), Mabel C. Allen (Vice Chairman), Ralph Micken, Edwin Payne, Herman Tiedeman.

Student Publications—Esther Vinson (Chairman), Vermell Wise (Vice Chairman), Ben J. Keeley, Russell Steele, Raymond Tudor, William White.

PUBLIC RELATIONS—Harold Gibson, *Coordinator*

Commencement—Orville Young (Chairman), Carl Heldt (Vice Chairman), T. J. Douglass, Edna Engberg, Bernice Frey, C. W. Hardy, Howard Ivens, Ben J. Keeley, Leon Smith, Edwin Struck, Arden Vance, Harriet Wheeler, Leo Yedor.

Community Chest—William Ashbrook (Chairman), Jennie Whitten (Vice Chairman), Alma Bremer, W. I. De Wees, Ruth Zimmerman, Marjorie Lewis, Grace Shea, Lawrence Pugno, Grace Hiler.

Editorial—Miriam Gray (Chairman), Victor Gimmetstad (Vice Chairman), Max Honn, Marie Jessa, Milford Jochums, W. R. Lueck, Bette Soldwedel, Donald Templeton.

Homecoming—Francis Wade (Chairman), T. J. Douglass (Vice Chairman), Mabel C. Allen, George Barford, Roger Blomgren, Joseph French, Robert Hammond, H. J. Hancock, C. E. Horton, Marie Jessa, R. H. Linkins, Don Miles, Donald Ries, Gwen Smith, Russell Steele, Lucy Lucile Tasher, Arden Vance.

Public Relations—L. W. Miller (Chairman), Arthur Watterson (Vice Chairman), J. W. Carrington, Frances Conkey, Florence Davis, Chris De Young, Esther French, R. U. Gooding, H. J. Hancock, H. J. Ivens, Emma Knudson, Margaret Parret, Mary Rozum, R. M. Stombaugh.

Radio—Ruth Yates (Chairman), Dorathy Eckelmann (Vice Chairman), James Becker, Perry Hackett, Gertrude Hall, F. Louis Hoover, Verna A. Hoyman, Margaret Parret, Marceil Saller, Herbert Sanders.

CURRICULUM, SCHOLARSHIP, AND TEACHING PROCEDURES — Arley Gillett, *Coordinator*

Audio-Visual Education—Donald Ries (Chairman), Leslie Isted (Vice Chairman), Ruth Bird, Clarence Kurth, Harold Moore, Robert Moore, Nelson Smith, Glenn Taylor.

Curriculum—Francis Belshe (Chairman), Margery Ellis (Vice Chairman), Francis Brown, George Conrad, Alice Eikenberry, G. Harlowe Evans, John Green, H. R. Hiett, F. Lincoln D. Holmes, C. E. Horton, Blossom Johnson, Harold Koepke, A. H. Larsen, Marjorie Lewis, J. Louis Martens, Harlan Peithman, Charles Porter, Gwen Smith, C. W. Sorensen, Ethel Stein, Thalia Tarrant.

Libraries—E. M. R. Lamkey (Chairman), Dorothy Hinman (Vice Chairman), Dorothy Brunk, Helen Chiles, Clara Guthrie, E. A. Lichty, Marion Miller, Henri Pearcy, Theodore Sands, Dale Vetter.

Museums—Frances Damm (Chairman), C. W. Hudelson (Vice Chairman), George Barford, John Carlock, Helen Dooley, Edna Gueffroy, Clara Kepner, Cecilia Peikert, Ione Rhymer.

Research—Herman Tiedeman (Chairman), Marie Dirks (Vice Chairman), Esther French, Arlan Helgeson, Stanley Marzolf.

Scholarship—Nina Gray (Chairman), Esther Griffith (Vice Chairman), G. Bradford Barber, Allie Ward Billingsley, Robert Brome, Eleanor Dilks, Thelma Force, Dale Marshall, Robert Moore.

FACULTY *

1954-1955

RAYMOND W. FAIRCHILD, Ph.D., (1933)	<i>President of the University Chairman of the Faculty</i>
ARTHUR HOFF LARSEN, Ph.D., (1935)	<i>Dean of the University Acting President, Vice Chairman of the Faculty</i>
ELSIE BRENNEMAN, M.A., (1927)	<i>Director of Admissions Secretary of the Faculty</i>

HOWARD WILLIAM ADAMS, S.M., (1909) *Professor of Physical Science
(Emeritus)*

B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology;
University of Illinois.

HARRY FRANKLIN ADMIRE, A.M., (1923) *Assistant Professor of Business
Education (Emeritus)*

B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso
University.

FRANCES M. ALEXANDER, A.M., (1945) *Assistant Professor of the
Teaching of Social Science*

A.B., A.M., University of Illinois; Eastern Illinois State College; University of Cali-
fornia at Los Angeles.

MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*

A.B., Bradley University; M.A., Northwestern University; Central School of Speech,
London; Teachers College, Columbia University; University of Iowa.

**MARION CAMPBELL ALLEN, M.A., (1927) *Assistant Professor of Art*

B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt
Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois;
Art Colony, Woodstock, New York.

THEODORE BENJAMIN ALMY, A.M., (1948) *Assistant Professor of the
Teaching of English*

A.B., Dartmouth College; A.M., Duke University; University of Illinois.

MARY SUSAN ARNOLD, A.M., (1939) *Assistant Professor and Supervising
Teacher in the Fourth Grade*

A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M.,
University of Michigan; University of Colorado; Teachers College, Columbia University.

WILLIAM D. ASHBROOK, Ph.D., (1947) *Associate Professor of Industrial
Arts*

B.Ed., Illinois State Normal University; M.S., Colorado State College; Ph.D., Uni-
versity of Pittsburgh; Eastern Illinois State College.

* Faculty here listed are those other than Offices of Administration on pages 6 and 7.

** Leave of absence in 1954-1955 school year.

*** Figures in parentheses indicate year of first employment in this University. Institutions
listed after highest degree are other schools attended at some time.

- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics (Emerita)*
 A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- G. BRADFORD BARBER, Ph.D., (1944) *Associate Professor of Speech*
 B.Ed., Western Illinois State College; M.A., University of Iowa; Ph.D., Ohio State University; University of Illinois; University of Southern California.
- GEORGE BARFORD, M.A., (1947) *Assistant Professor of Art*
 B.Ed., State Teachers College, Milwaukee, Wisconsin; M.A., Teachers College, Columbia University; Ohio State University; University of Illinois.
- THOMAS MORSE BARGER, M.A., (1913) *Assistant Professor of Physical Science (Emeritus)*
 A.B., M.S., University of Illinois; Illinois State Normal University.
- *GLADYS L. BARTLE, Ph.D., (1930) *Associate Professor of Art*
 B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts
- OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women (Emerita)*
Associate Professor
 A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.
- BUFORD H. BASS, M.S. in Ed., (1951) *Instructor in Health and Physical Education*
 B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- JAMES M. BECKER, M.A., (1952) *Assistant Professor of the Teaching of Social Science*
 B.S., M.A., University of Minnesota; College of St. Thomas, St. Paul, Minnesota; Teachers College, Columbia University; Northwestern University.
- FRANCIS B. BELSHE, Ph.D., (1948) *Associate Professor of Education*
 B.S. in Ed., A.B., State Teachers College, Springfield, Missouri; M.A., Ph.D., Yale University.
- PAUL K. BENJAMIN, M.S., (1950) *Instructor in Health and Physical Education*
 B.S., University of Illinois; M.S., University of Washington; Illinois State Normal University.
- RALPH A. BENTON, Ph.D., (1948) *Assistant Professor of Agriculture*
 B.S., M.A., University of Nebraska; Ph.D., University of Illinois; Nebraska Central College.
- DOUGLAS R. BEY, Ph.D., (1944) *Assistant Professor of Mathematics*
 B.A., Cornell College; A.M., Ph.D., University of Illinois.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Social Science (Emeritus)*
 A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- CHARLES ERIC BICKLEY, M.S., (1953) *Instructor in Speech*
 B.S. in Ed., Indiana State Teachers College; M.S., University of Wisconsin; University of Illinois.

* Leave of absence in 1954-1955 school year.

- *ALLIE WARD BILLINGSLEY, M.A., (1949) *Assistant Professor of Foreign Languages*
B.A., M.A., University of Mississippi; University of Alabama; Sorbonne, Paris, France; Duke University; University of Wisconsin; University of Colorado; Universidad de Puebla, Puebla, Mexico; Universidad de la Habana, Cuba; Western Reserve University; Spanish School, Middlebury College; University of Illinois.
- RUTH BIRD, M.S., (1950) *Assistant Professor of the Teaching of Health and Physical Education*
B.S., M.S., University of Illinois; University of Southern California.
- *ROGER D. BLOMGREN, M.A., (1949) *Instructor in Industrial Arts*
B.S. in Ed., Illinois State Normal University; M.A., Colorado State College of Education; University of Illinois.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music (Emerita)*
B.Mus. Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois University; Illinois State Normal University; Juilliard School of Music.
- MARGARET K. BRADFORD, M.S., (1951) *Instructor in the Teaching of Home Economics*
B.S., Bradley University; M.S., Colorado A. and M. College.
- *ALMA BLANCHE BREMER, A.M., (1950) *Instructor in Home Economics*
B.S. E., Arkansas State College; A.M., University of Illinois; Northwestern University; State University Teachers College, Plattsburgh, New York; Iowa State College.
- ROBERT B. BROME, M.A., (1954) *Instructor in the Teaching of English*
A.B., State Teachers College, Wayne, Nebraska; M.A., Colorado State College of Education; University of California at Los Angeles; University of Wisconsin; Schutt Krasna School of Professional Writing, Hollywood, California; University of Southern California.
- FRANCIS R. BROWN, Ed.D., (1949) *Assistant Professor of Mathematics*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; Ed.D., University of Illinois.
- *RICHARD GIBBS BROWNE, Ph.D., (1928) *Professor of Social Science*
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- *ROSE BURGESS BUEHLER, Ed.D., (1930) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Wheaton College; Northwestern University.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.
- PEARL P. CAMPBELL, M.S., (1954) *Instructor in Home Economics*
B.S., M.S., University of Tennessee; Middle Tennessee State Teachers College.

* Leave of absence in 1954-1955 school year.

- JOHN R. CARLOCK, M.S. in Ed., (1951) *Instructor in Biological Science*
B.Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; Harvard University; Massachusetts Institute of Technology.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Foreign Languages (Emerita)*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago; University of Wisconsin; University of Illinois.
- *HELEN M. CAVANAGH, Ph.D., (1946) *Professor of Social Science*
A.B., Randolph Macon Woman's College, Virginia; A.M., Ph.D., University of Chicago.
- HELEN CHILES, A.M., (1948) *Assistant Professor of Foreign Languages*
A.B., MacMurray College; A.M., University of Illinois; University of Michigan; College of William and Mary; University of Colorado; University of Missouri; Teachers College, Columbia University; School of Classical Studies American Academy, Rome; University of Wisconsin.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Health and Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.
- EDWARD LEROY COLE, Ed.D., (1931) *Professor of Education (Emeritus)*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.
- RUTH L. COLE, M.A., (1944) *Assistant Professor and Supervising Teacher in the Second Grade*
B.Ed., National College of Education; M.A., Northwestern University; University of Wisconsin; Washington University; Teachers College, Columbia University.
- FRANCES CONKEY, M.S., (1936) *Associate Professor of Home Economics*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University.
- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Associate Professor of Foreign Languages*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.
- GEORGE CONRAD, Ed.D., (1949) *Associate Professor of Art*
B.S., New York University; M.A., Ed.D., Teachers College, Columbia University; New Jersey School of Fine and Industrial Arts.
- BERNICE COOPER, Ph.D., (1944) *Professor of Health and Physical Education*
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Grinnell College.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education (Emerita)*
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health Service (Emerita)*
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.
- WARREN S. CREWS, M.S. in Ed., (1951) *Instructor in Health and Physical Education*
B.S., Southeast Missouri State Teachers College; M.S. in Ed., Illinois State Normal University.

* Leave of absence in 1954-1955 school year.

- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- DEVERNE H. DALLUGE, Ed.D., (1947) *Associate Professor of Physical Science*
B.Ed., Illinois State Normal University; M.A., Ed.D., University of Kentucky.
- FRANCES L. DAMM, M.S. in Ed., (1948) *Assistant Professor and Supervising Teacher in the Sixth Grade*
B.Ed., State Teachers College, Platteville, Wisconsin; M.S. in Ed., University of Wisconsin; State Teachers College, La Crosse, Wisconsin; University of Florida.
- FLORENCE P. DAVIS, Ph.D., (1952) *Professor of Home Economics*
Director of the Division of Home Economics Education
Head of the Department of Home Economics
B.S., M.S., Iowa State College; Ph.D., University of Chicago; Iowa State Teachers College.
- ALTA J. DAY, M.A., (1928) *Assistant Professor of Business Education*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education (Emeritus)*
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- WILLIAM I. DEWEES, Ed.D., (1937) *Associate Professor of Education*
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State University; University of Chicago; State Teachers College, Fort Hayes, Kansas.
- HAROLD L. DEWEESE, M.S. in Ed., (1950) *Assistant Professor of the Teaching of Physical Science*
B.Ed., Illinois State Normal University; M.S. in Ed., University of Illinois.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- *CHRIS A. DE YOUNG, Ph.D., LL.D., Lit.D., (1934) *Professor of Education*
Director of Secondary Education
Head of the Department of Education and Psychology
Director of Integration
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University; LL.D., Lincoln College; Lit.D., Hope College.
- ELEANOR DILKS, Ph.D., (1952) *Associate Professor of Biological Science*
B.A., Earlham College, Richmond, Indiana; M.S., Ph.D., University of Wisconsin.
- CLAUDE M. DILLINGER, Ph.D., (1944) *Professor of Psychology*
B.S., State Teachers College, Kirksville, Missouri; A.M., Ph.D., University of Missouri; Teachers College, Columbia University.
- **MARIE M. DIRKS, Ph.D., (1946) *Professor of Home Economics*
B.S., University of Nebraska; M.S., University of Minnesota; Ph.D., Ohio State University; Colorado State College; Iowa State College.

* Leave of absence, second semester, 1954-1955.

** Leave of absence in 1954-1955 school year.

- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.
- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
(Emeritus)
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State College; University of Wisconsin.
- LEO E. EASTMAN, Ed.D., (1954) *Assistant Professor of Education*
B.Ed., State Teachers College, Moorhead, Minnesota; Ed.D., University of North Dakota.
- *ALICE L. EBEL, A.M., (1934) *Assistant Professor of Social Science*
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers; The American University; University of Illinois.
- DORATHY ECKELMANN, Ph.D., (1945) *Associate Professor of Speech*
B.S. in Ed., Southeast Missouri State College, Cape Girardeau; A.M., University of Missouri; Ph.D., University of Iowa; Illinois State Normal University.
- ALICE M. EIKENBERRY, Ed.D., (1945) *Associate Professor of the Teaching of Social Science*
B.A., Iowa State Teachers College; M.A., University of Iowa; Ed.D., Teachers College, Columbia University; Northwestern University.
- JOHN K. ELLIS, M.P.H., (1953) *Assistant Professor of Biological Science*
B.Ed., B.S., Southern Illinois University; M.P.H., University of Michigan; St. Louis University School of Medicine.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of Foreign Languages*
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.
- EDNA ENGBERG, M.Ed., (1951) *Instructor in Health and Physical Education*
B.S., University of Minnesota; M.Ed., University of Michigan; University of Colorado; University of Wyoming.
- ESTHER ANNETTE ENGLE, A.M., (1955) *Instructor in Biological Science*
A.B., University of Illinois; B.S., Illinois Wesleyan University; A.M., Columbia University.
- RAYMOND W. ESWORTHY, Ph.D., (1949) *Associate Professor of Business Education*
B.S., M.S., Ph.D., University of Illinois.
- G. HARLOWE EVANS, Ph.D., (1946) *Associate Professor of Physical Science*
B.S., M.S., Ph.D., University of Michigan; Taylor University; University of Iowa.
- LURA M. EYESTONE, B.S., (1901) *Instructor and Supervising Teacher*
(Emerita)
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- LOUISE FARMER, M.S. in Ed., (1951) *Instructor and Supervising Teacher in Fifth-Sixth Grades*
Special Education Building
B.S. in Ed., Southeast Missouri State Teachers College, Cape Girardeau, Missouri; M.S. in Ed., University of Illinois.

* Leave of absence in 1954-1955 school year.

- DOROTHY E. FENSHOLT, Ph.D., (1951) *Assistant Professor of Biological Science*
B.S., M.S., Ph.D., Northwestern University; University of Chicago; Oregon Institute Marine Biology, Coos Bay, Oregon; Hopkins Marine Station, Pacific Gr., California.
- HOWARD I. FIELDING, Ph.D., (1944) *Professor of English*
A.B., Mt. Union College; Ph.D., University of Wisconsin; Denison University.
- ELINOR BERTHA FLAGG, M.S., (1925) *Assistant Professor of Mathematics*
B.S., M.S., University of Illinois; Eastern Illinois State College; University of Chicago; University of Colorado; Washington University.
- THOMAS W. FLOYD, M.S., (1954) *Instructor and Supervising Teacher in the Eighth Grade*
B.S. in Ed., M.S., Southern Illinois University.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Psychology*
B.S., M.A., University of Minnesota; University of Chicago; State Teachers College, Moorhead, Minnesota; State Teachers College, St. Cloud, Minnesota; Teachers College, Columbia University.
- JOSEPH FREESE, M.S. in Ed., (1949) *Instructor in Industrial Arts*
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- ESTHER L. FRENCH, Ph.D., (1944) *Professor of Health and Physical Education*
Head of the Department of Health and Physical Education for Women
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University; Northwestern University; Lincoln College.
- JOSEPH L. FRENCH, M.S. in Ed., (1950) *Instructor in Psychology*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois.
- BERNICE GERTRUDE FREY, Ph.D., (1930) *Professor of Health and Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; Ph.D., University of Iowa; University of Wisconsin; University of California; University of Colorado.
- RUTH M. FREYBERGER, Ed.D., (1951) *Associate Professor of Art*
B.S., State Teachers College, Kutztown, Pennsylvania; M.Ed., Ed.D., The Pennsylvania State University; University of Iowa; University of Pennsylvania.
- HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Health and Physical Education*
B.Ed., University of Akron; M.A., New York University; Ohio State University; Indiana University.
- WATSON W. GAILEY, M.D., (1948) *Visiting Lecturer in Ophthalmology*
M.D., University of Illinois College of Medicine; Illinois Eye and Ear Infirmary; University of Vienna; University of Berlin; Hospital Clinics of London, Madrid, Barcelona, and India. (Gailey Eye Clinic, Bloomington, Illinois)
- MALINDA D. GARTON, A.M., (1950) *Assistant Professor and Supervising Teacher—Mentally Retarded, Intermediate*
B.A., University of Oklahoma; A.M., Colorado State College of Education; Bradley University; Illinois State Normal University; University of Illinois; Pacific University.
- *GERALD F. GATES, M.F.A., (1951) *Assistant Professor of the Teaching of Art*
B.F.A., Syracuse University; M.F.A., University of Colorado; M.Ed., University of Denver.
- ARLEY FREDERICK GILLET, P.E.D., (1944) *Assistant Professor of Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., New York University; P.E.D., Indiana University.

* Leave of absence in 1954-1955 school year.

- VICTOR E. GIMMESTAD, Ph.D., (1948) *Associate Professor of English*
B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin; University of Southern California.
- F. RUSSELL GLASENER, Ph.D., (1935) *Professor of Social Science*
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- JAMES F. GOFF, M.S. in Ed., (1946) *Instructor in Health and Physical Education*
B.Ed., M.S. in Ed., Illinois State Normal University; Indiana University.
- FLOYD TOMPKINS GOODIER, M.A., (1935) *Associate Professor of Education (Emeritus)*
A.B., Colgate University; M.A., Teachers College, Columbia University; University of Chicago.
- RALPH U. GOODING, Ph.D., (1931) *Professor of Physical Science*
Head of the Department of Physical Science
B.S., Ph.D., University of Wisconsin.
- MIRIAM GRAY, Ed.D., (1946) *Associate Professor of Health and Physical Education*
A.A., Cottey College; B.S. in Ed., University of Missouri; M.A., Ed.D., Teachers College, Columbia University.
- NINA E. GRAY, Ph.D., (1935) *Professor of Biological Science*
B.A., DePauw University; M.A., Ph.D., University of Wisconsin; M.S.P.H., University of North Carolina; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.
- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., University of Illinois; University of Chicago.
- ESTHER M. GRIFFITH, Ph.D., (1947) *Associate Professor of Physical Science*
A.B., A.M., University of Missouri; Ph.D., University of Illinois.
- MABLE J. GROUNDS, M.A., (1954) *Instructor in Foreign Languages*
B.A., East Texas State College; M.A., University of Chicago; Paris Junior College, Paris, Texas; Abilene Christian College, Abilene, Texas; Southwest Texas State College; De Paul University.
- W. STUART GROUT, M.A., (1954) *Assistant Professor of Education*
A.B., Western Michigan College of Education; M.A., University of Michigan; University of Chicago; Ashridge College, England; Michigan State College.
- EDNA MAY GUEFFROY, Ph.D., (1929) *Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Ph.D., University of Washington; University of Chicago; University of Hawaii.
- JEANNETTE J. GUND, Ph.D., (1953) *Assistant Professor of Health and Physical Education*
B.S., Lindenwood College, St. Charles, Missouri; M.A., Ph.D., University of Iowa; Stephens College, Columbia, Missouri; University of Illinois; Washington University.
- *LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Teachers College, Columbia University; University of Illinois.
- PERRY HACKETT, M.Mus., (1949) *Assistant Professor of Music*
B.Mus., M.Mus., Northwestern University; University of Wisconsin; Juilliard School of Music; The American Art Schools, Fontainebleau, France; University of Illinois.

* Leave of absence in 1954-1955 school year.

- *LUCILLE G. HAGMAN, M.A., (1950) *Instructor and Supervising Teacher in Seventh-Eighth Grades Special Education Building*
B.E., Northern Illinois State Teachers College; M.A., Northwestern University; University of Colorado.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English (Emerita)*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- C. M. HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- ROBERT G. HAMMOND, M.A., (1949) *Assistant Professor of Industrial Arts*
B.Ed., Illinois State Normal University; M.A., Colorado State College of Education; University of Missouri.
- WARREN R. HARDEN, M.A., (1954) *Instructor in Social Science*
B.A., Iowa State Teachers College; M.A., University of Colorado; Indiana University.
- DORIS HARDINE, M.M., (1947) *Instructor in Music*
B.M., Cornell College; M.M., Eastman School of Music.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*
B.S., M.S., University of Illinois; Southern Illinois University.
- WILLIAM D. HARTLEY, M.F.A., (1954) *Instructor in Art*
B.S., M.F.A., Indiana University; M.F.A., Kansas City Art Institute; University of Michigan.
- *WEZETTE A. HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois University; University of Illinois.
- WILL C. HEADLEY, M.Mus., (1951) *Instructor in Music*
A.B., Yale University; M.Mus., Drake University; Iowa State College; Chicago Musical College; University of Illinois.
- CARL D. HELDT, M.P.E., (1948) *Assistant Professor of Health and Physical Education*
B.S., M.P.E., Purdue University; Indiana University.
- ARLAN C. HELGESON, Ph.D., (1951) *Assistant Professor of Social Science*
B.S., State Teachers College, La Crosse, Wisconsin; M.S., Ph.D., University of Wisconsin.
- RUTH HENLINE, Ph.D., (1926) *Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; M.A., Ph.D., Northwestern University.
- LELAND E. HESS, A.M., (1947) *Assistant Professor of Social Science*
A.B., Ripon College; A.M., University of Chicago.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English Head of the Department of English*
A.B., Nebraska Wesleyan University; A.M., University of Nebraska; Ph.D., University of Maryland.
- GRACE HILER, M.A., (1951) *Assistant Professor of the Teaching of English*
B.A., M.A., University of Iowa; Cornell College; Iowa State Teachers College; University of Colorado.

* Leave of absence in 1954-1955 school year.

- EUGENE LEONARD HILL, Ed.D., (1930) *Associate Professor of Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ed.D., Colorado State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois; Louisiana State University.
- *ALICE HITCHCOCK, M.A., (1947) *Assistant Professor and Supervising Teacher in the Kindergarten*
B.A., B.S., M.A., University of Minnesota.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*
Director of the Division of Speech Education
Head of the Department of Speech
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.
- MAX L. HONN, M.S., (1932) *Instructor in Printing*
A.B., Illinois Wesleyan University; M.S., The Pennsylvania State University; University of Illinois.
- F. LOUIS HOOVER, Ed.D., (1944) *Professor of Art*
Director of the Division of Art Education
Head of the Department of Art
B.S., North Texas State Teachers College, Denton; M.A., Teachers College, Columbia University; Ed.D., New York University.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Professor of Health and Physical Education*
Director of the Division of Health and Physical Education
Head of the Department of Health and Physical Education for Men
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- JOSEPHINE B. HOWARD, M.A., (1950) *Instructor and Supervising Teacher in First-Second Grades*
Special Education Building
B.S., University of Kansas; B.E., National College of Education; M.A., Michigan State College; Columbia University.
- VERNA A. HOYMAN, M.A. in Ed., (1946) *Assistant Professor of English*
B.A., Iowa State Teachers College; M.A. in Ed., Northwestern University; University of Iowa; University of Chicago; University of Colorado; University of Minnesota.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture*
Director of the Division of Agriculture Education
Head of the Department of Agriculture
B.S., M.S., University of Illinois; Western Illinois State College; Illinois State Normal University; Colorado State Agricultural College.
- RUTH CHARLOTTE HUGGINS, A.M., (1937) *Assistant Professor of the Teaching of English*
A.B., Knox College; A.M., University of Illinois; Ed.M., Harvard University; Wellesley College; University of Chicago.

* Leave of absence in 1954-1955 school year.

- ELIZABETH A. HUGHES, M.Ed., (1954) *Instructor and Supervising Teacher—Partially Sighted*
B.S. in Ed., M.Ed., Wayne University; University of Wisconsin; Illinois State Normal University; University of Illinois; Northern Illinois State Teachers College.
- CHRISTINE P. INGRAM, Ed.D., (1949) *Professor of Education*
B.S., A.M., Columbia University; Ed.D., New York University; University of California.
- LESLIE M. ISTD, Ph.D., (1940) *Associate Professor of Music*
B.M.E., Northwestern University; A.M., Ph.D., Indiana University; Oregon State College, Corvallis; University of Oregon; Butler University; Oberlin Conservatory of Music.
- HOWARD J. IVENS, A.M., (1934) *Assistant Professor of Physical Science*
A.B., Northern Michigan State Teachers College; A.M., University of Michigan; University of Minnesota.
- MARIE JESSA, M.A., (1946) *Assistant Professor of Business Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; University of Missouri; University of Illinois.
- MILFORD C. JOCHUMS, Ph.D., (1948) *Associate Professor of English*
A.B., A.M., Ph.D., University of Illinois; Illinois Wesleyan University; Wheaton College; North Carolina State College of Agriculture and Engineering.
- *BERNADINE JOHNSON, M.E., (1949) *Instructor in Home Economics*
B.S., James Millikin University; M.E., Colorado A. and M. College; Florida State University.
- BLOSSOM JOHNSON, Ed.D., (1945) *Associate Professor of Home Economics*
B.S., The Stout Institute; M.A., Louisiana State University; Ed.D., University of Missouri.
- MARGARET JORGENSEN, M.A., (1949) *Instructor in Education*
A.B., University of California; M.A., University of Denver; Colorado State College of Education.
- BENJAMIN J. KEELEY, Ph.D., (1952) *Assistant Professor of Social Science*
A.B. in Ed., State Teachers College, Kearney, Nebraska; M.A., Ph.D., University of Nebraska; Catawba College, North Carolina; University of Wisconsin.
- JOHN A. KINNEMAN, Ph.D., (1927) *Professor of Social Science*
Head of the Department of Social Science
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Teachers College, West Chester, Pennsylvania; University of Chicago.
- EMMA R. KNUDSON, Ph.D., (1934) *Professor of Music*
Director of the Division of Music Education
Head of the Department of Music
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Ph.D., Northwestern University; Jewell Lutheran College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, Ph.D., (1934) *Professor of Business Education*
B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., Ph.D., University of Iowa; University of Illinois; Northwestern University.

* Leave of absence in 1954-1955 school year.

- *LORETTA BARBARA KREUZ, M.S. in L.S., (1951) *Assistant Professor and Assistant Librarian*
A.B., Marquette University; A.B. in L.S., University of Michigan; M.S. in L.S., University of Illinois.
- LOWELL J. KUNTZ, M.S. in Ed., (1949) *Assistant Professor of Music*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Eureka College; University of Illinois.
- CLARENCE H. KURTH, Ed.D., (1951) *Assistant Professor of Education*
B.Ed., State Teachers College, Whitewater, Wisconsin; A.M., University of Chicago; Ed.D., Indiana University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*
Head of the Department of Biological Science
A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education (Emeritus)*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.
- LAVERN E. LAUBAUGH, A.M., (1937) *Assistant Professor of Agriculture*
B.S., Michigan State College; A.M., University of Michigan; University of Illinois; Ohio State University.
- CECILIA J. LAUBY, Ed.D., (1949) *Associate Professor and Coordinator of Off-Campus Student Teaching*
A.B., St. Mary-of-the-Woods College; M.S., Ed.D., Indiana University; Northwestern University; Indiana State Teachers College, Terre Haute.
- MARJORIE L. LEWIS, M.A., (1951) *Assistant Professor and Supervising Teacher—Physically Handicapped*
B.A., M.A., State University of Iowa; Washington University.
- ELDEN A. LICHTY, Ed.D., (1945) *Professor of Education*
B.S. in Ed., State Teachers College, Kirksville, Missouri; A.M., Ed.D., University of Missouri; University of Iowa.
- WILLIAM R. LUECK, Ph.D., (1936) *Professor of Education*
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- *RUTH M. LUNDVALL, M.A., (1951) *Assistant Professor of Psychology*
B.Ed., Northern Illinois State Teachers College; M.A., Stetson University; University of Wisconsin; Teachers College, Columbia University.
- FAYE E. MANSFIELD, M.A., (1947) *Assistant Professor and Supervising Teacher in the Third Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Missouri; University of Hawaii; University of Arizona.
- DALE L. MARSHALL, M.S., (1954) *Instructor in the Teaching of Mathematics*
B.A., M.S., University of Iowa; University of Dubuque; University of Syracuse.
- HELEN E. MARSHALL, Ph.D., (1935) *Professor of Social Science*
A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University; University of Colorado.
- J. LOUIS MARTENS, Ph.D., (1947) *Associate Professor of Biological Science*
A.B., Indiana Central College; A.M., Ph.D., Indiana University.

*Leave of absence in 1954-1955 school year.

**Leave of absence, second semester, 1954-1955.

- RUBY V. MARTZ, M.S., (1954) *Instructor in Library Science*
B.A., University of Oklahoma; B.S. in L.S., M.S., University of Illinois Library School; University of Oklahoma Library School.
- STANLEY S. MARZOLF, Ph.D., (1937) *Professor of Psychology*
A.B., Wittenberg College; A.M., Ph.D., Ohio State University.
- INEZ L. MAUCK, A.M., (1951) *Assistant Professor and Supervising Teacher in Third-Fourth Grades Special Education Building*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Indiana State Teachers College; University of Chicago.
- BLANCHE McAVOY, Ph.D., (1926) *Professor of the Teaching of Biological Science (Emerita)*
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- CLYDE T. McCORMICK, Ph.D., (1944) *Professor of Mathematics Acting Head of the Department of Mathematics*
A.B., A.M., University of Illinois; Ph.D., Indiana University; Eastern Illinois State College; University of Michigan.
- NEVA McDAVITT, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University; University of Wisconsin; University of Illinois.
- *DOROTHY M. McEVOY, M.A., (1950) *Instructor and Supervising Teacher Deaf and Hard of Hearing*
B.S. in Ed., University of Nebraska; M.A., Teachers College, Columbia University; Iowa State Teachers College; University of California; Western Pennsylvania School for Deaf, Pittsburgh; University of Illinois.
- HELEN W. McEWEN, M.A., (1946) *Assistant Professor of Business Education*
B.B.A., Lake Forest College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois; Bradley University.
- *WALLACE E. McINTYRE, Ph.D., (1951) *Associate Professor of Geography*
B.Ed., Illinois State Normal University; M.A., Ph.D., Clark University; Northwestern University.
- RALPH A. MICKEN, Ph.D., (1949) *Professor of Speech*
B.A., Intermountain-Union College; M.A., Montana State University; Ph.D., Northwestern University.
- DON E. MILES, M.S., (1953) *Instructor in Health and Physical Education*
B.S., M.S., University of Illinois.
- MARION G. MILLER, Ph.D., (1937) *Associate Professor of Art*
Ph.B., University of Chicago; M.A., University of California; Ph.D., Ohio State University; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan; Umberto Romano School, East Gloucester, Massachusetts.
- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics (Emeritus)*
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin; University of Michigan.

* Leave of absence in 1954-1955 school year.

- MARGIE JEANNE MINER, M.S. in Phys. Ed., (1949) *Instructor in Health and Physical Education*
B.S. in Ed., Western Illinois State College; M.S. in Phys. Ed., University of Wisconsin.
- HAROLD A. MOORE, M.S., (1947) *Assistant Professor of Biological Science*
B.S., M.S., University of Illinois.
- ROBERT H. MOORE, Ph.D., (1952) *Associate Professor of Education*
B.A., Marietta College, Ohio; M.A., Ph.D., Ohio State University.
- HELEN M. NANCE, Ph.D., (1954) *Professor of Education*
Director of the Division of Elementary Education
A.B., Bradley University; Ph.M., University of Wisconsin; Ph.D., Ohio State University; University of Illinois.
- *THELMA NELSON, M.A., (1931) *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.
- ALICE L. O'BRIEN, M.S. in Ed., (1952) *Instructor in Education*
B.S. in Ed., M.S. in Ed., University of Illinois; Northern Illinois State Teachers College.
- BURTON L. O'CONNOR, Ed.D., (1937) *Associate Professor of the Teaching of Health and Physical Education*
Director of University High School Athletics
B.A., Cornell College; M.A., University of Iowa; University of Illinois; Ed.D., The Pennsylvania State University.
- ALICE ROXANNE OGLE, M.A., (1932) *Assistant Professor of Art*
A.B., Colorado State College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Professor of English*
A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.
- DONALD R. PARKER, M.S., (1950) *Instructor and Laboratory Technician — University Health Service*
B.S. in Ed., Southern Illinois University; M.S., University of Michigan; University of Illinois.
- LOUISE O'NEIL PARKER, M.P.H., (1950) *Instructor and Nurse*
Special Education Building
B.S. in Ed., Southern Illinois University; M.P.H., University of Michigan; George Peabody College for Teachers; Cook County School of Nursing.
- MARY R. PARKER, M.A., (1942) *Assistant Professor of Art*
B.S.A., MacMurray College; M.A., University of Iowa; Chicago Art Institute; Teachers College, Columbia University.
- ROSE ETOILE PARKER, Ph.D., (1931) *Professor of Education*
Director of the Division of Special Education
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.

*Leave of absence, second semester, 1954-1955

- MARGARET PARRET, M.A., (1946) *Assistant Professor of Speech*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- HAROLD G. PAULSON, M.A., (1947) *Assistant Professor of Psychology*
B.A., Luther College; M.A., Montana State University; University of California; University of North Dakota; Illinois State Normal University; University of Illinois.
- EDWIN A. PAYNE, M.Ed., (1952) *Assistant Professor of Psychology*
B.S. in Bus. Adm., B.S. in Ed., M. Ed., University of Missouri.
- HENRI R. PEARCY, Ph.D., (1940) *Associate Professor of Social Science*
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago.
- HARLAN W. PEITHMAN, Ed.D., (1937) *Professor of Music*
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Ed.D., Teachers College, Columbia University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg, Austria; University of Iowa; University of Illinois.
- MARGARET KATHERINE PETERS, Ed.D., (1930) *Associate Professor of Business Education*
B.S., Indiana University; M.S., New York University; Ed.D., University of Colorado; University of Chicago; Cambridge University; University of Washington.
- ZORA CERNICH PIPER, M.A., (1946) *Assistant Professor of Health and Physical Education*
A.B., Harris Teachers College, St. Louis, Missouri; M.A., University of Iowa; University of Wisconsin; New York University; Connecticut College; Colorado College.
- MARVIN H. PLATZ, Ed.D., (1954) *Assistant Professor of Education*
B.S. in Ed., Northeast Missouri State Teachers College; M.Ed., Ed.D., University of Missouri.
- LEWIS A. POOLE, Sc.M., (1954) *Assistant Professor of Physical Science*
Sc.B., University of Maryland; Sc.M., University of Florida; Brown University.
- WILLIAM D. POPEJOY, M.S. in Ed., (1953) *Instructor in Mathematics*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois.
- CHARLES B. PORTER, M.S. in Ed., (1950) *Instructor in Industrial Arts*
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; John McNeese Junior College, Lake Charles, Louisiana; University of Idaho.
- MONROE S. PRICE, M.A., (1954) *Assistant Professor of Education*
B.A., Kalamazoo College; M.A., University of Michigan; Western Michigan College of Education; Michigan State Normal College.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English (Emerita)*
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- LAWRENCE PUGNO, M.A., (1953) *Assistant Professor of Science*
B.S., Indiana State Teachers College; M.A., Teachers College, Columbia University.
- WALLACE Z. RAMSEY, M.Ed., (1953) *Instructor in Education*
B.S. in Ed., Southeast Missouri State College; M.Ed., University of Missouri.
- EARL A. REITAN, Ph.D., (1954) *Instructor in Social Science*
B.A., Concordia College; A.M., Ph.D., University of Illinois.

- E. IONE RHYMER, Ph.D., (1954) *Associate Professor of Biological Science*
B.Ed., Illinois State Normal University; M.S., Ph.D., University of Illinois.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*
(*Emerita*)
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- DORIS M. RICHARDS, M.S., (1951) *Instructor in Speech*
B.A., M.S., University of Michigan; Flint Junior College; University of Manchester, Manchester, England.
- DONALD T. RIES, Ph.D., (1946) *Associate Professor of Biological Science*
B.S., Cornell University; M.S., Michigan State College; Ph.D., Cornell University; University of Michigan.
- T. E. RINE, Ph.D., (1941) *Associate Professor of Mathematics*
B.Ed., State Teachers College, La Crosse, Wisconsin; M.S., University of Iowa; Ph.D., George Peabody College for Teachers; Vanderbilt University.
- DORIS ROBIE, M.A., (1950) *Assistant Professor of Health and Physical Education*
Physical Therapist in Special Education
B.S., University of Minnesota; M.A., New York University; Northwestern University.
- CANDACE L. ROELL, M.A., (1952) *Assistant Professor of Health and Physical Education*
B.S., Michigan State Normal College; M.A., University of Michigan.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Professor of Biological Science (Emerita)*
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- MARY A. ROZUM, M.S., (1950) *Instructor and Supervising Teacher in the Fifth Grade*
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois; Indiana University.
- ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor of Education*
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- THEODORE SANDS, Ph.D., (1950) *Associate Professor of Social Science*
B.A., Rutgers University; M.A., Ph.D., University of Wisconsin.
- WILMA M. SCHELL, M.M., (1950) *Instructor in Music*
B.A., North Central College; M.M., Northwestern University; American Conservatory of Music, Chicago; Teachers College, Columbia University.
- ROBERT S. SCHMIDT, Ph.D., (1954) *Assistant Professor of Biological Science*
B.S., Ball State Teachers College; M.S., University of Michigan; Ph.D., University of Chicago; University of Michigan Biological Station, Cheboygan.
- MARY C. SERRA, Ph.D., (1951) *Associate Professor of Education*
B.S.E., State Teachers College, Westfield, Massachusetts; M.A., Teachers College, Columbia University; Ph.D., Temple University; New York University.

- GRACE REBECCA SHEA, M.A., (1927) *Instructor and Nurse, Laboratory Schools*
 B.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*
 B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music; University of Iowa.
- ARLENE F. SMELSER, M.A. in Ed., (1954) *Instructor and Supervising Teacher in the First Grade*
 B.S. in Ed., Drake University; M.A. in Ed., Colorado State College of Education; Junior College, Sheldon, Iowa; Augustana College, Sioux Falls, South Dakota.
- GWEN SMITH, Ph.D., (1946) *Associate Professor of Health and Physical Education*
 B.S., M.S., Southwest Texas State College; Ph.D., University of Iowa.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*
 A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.
- MARJORIE SMITH, M.A., (1954) *Assistant Professor of Geography*
 B. S., M.A., George Peabody College for Teachers; University of Michigan; University of Illinois.
- NELSON SMITH, M.S. in Ed., (1948) *Instructor in Education Assistant in Publicity*
 B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- DOROTHY ODELL SOELLNER, A.M., (1955) *Assistant Professor of English*
 A.B., Denison University; A.M., University of Chicago; University of Illinois.
- CLARENCE W. SORENSON, Ph.D., (1949) *Associate Professor of Geography*
 A.M., Ph.D., University of Chicago; University of Nebraska; Wheaton College; University of Mexico.
- FRED S. SORRENSON, Ph. D., (1920) *Professor of Speech*
 A.B., Mount Morris College; B.E., M.E., Columbia College; A.M., Ph.D., University of Michigan; Central College of Education, Mount Pleasant, Michigan; Teachers College, Columbia University; Harvard University; Northwestern University; University of Chicago.
- IRWIN SPECTOR, Ph.D., (1948) *Associate Professor of Music*
 B.S., State Teachers College, Trenton, New Jersey; M.A., Teachers College, Columbia University; Ph.D., New York University; Diploma, Conservatoire Nationale de Musique, Paris, France; University of Paris; Rutgers University.
- EUNICE H. SPEER, M.S., (1944) *Assistant Professor and Assistant Librarian*
 B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois.
- J. RUSSELL STEELE, M.S. in Ed., (1947) *Assistant Professor of Health and Physical Education Assistant in Publicity*
 B.S. in Ed., M.S. in Ed., Illinois State Normal University; New York University; University of Wisconsin.
- ETHEL GERTRUDE STEIN, M.A., (1944) *Assistant Professor and Supervising Teacher in the Seventh Grade*
 B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University; University of Illinois.

- ELIZABETH H. STICKLES, M.A., (1953) *Instructor in Home Economics*
B.S., M.A., Western Kentucky State Teachers College.
- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*
Director of the Division of Industrial Arts Education
Head of the Department of Industrial Arts
B.S., The Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mount Pleasant, Michigan.
- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois University; University of Southern California; Bread Loaf School of English, Middlebury, Vermont.
- EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*
A.B., DePauw University; M.S., Indiana University; University of Missouri; University of Illinois.
- THALIA JANE TARRANT, A.M., (1935) *Assistant Professor of the Teaching of Social Science*
B.S., A.M., University of Missouri; University of Illinois; Southwest Missouri State College; University of Chicago.
- *LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- VIVIAN TASKER, M.A., (1951) *Instructor and Supervising Teacher — Deaf and Hard of Hearing*
B.A., Asbury College, Wilmore, Kentucky; M.A., Northwestern University; University of Illinois.
- GLENN J. TAYLOR, Ph.D., (1950) *Professor of Speech*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ph.D., University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Professor of English (Emerita)*
B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- DONALD F. TEMPLETON, M.A., (1950) *Assistant Professor of the Teaching of English*
B.A., Iowa State Teachers College; M.A., University of Iowa; University of Illinois.
- HERMAN R. TIEDEMAN, Ph.D., (1946) *Professor of Psychology*
B.Ed., State Teachers College, Winona, Minnesota; M.A., Ph.D., University of Iowa.
- LEWIS R. TOLL, Ed.D., (1947) *Professor of Business Education*
Director of the Division of Business Education
Head of the Department of Business Education
B.S., M.S., University of Illinois; Ed.D., New York University; University of Southern California; Oregon State College.
- ROBERT M. TOMLINSON, M.S. in Ed., (1953) *Instructor in Industrial Arts*
B.S., M.S. in Ed., University of Illinois; Bucknell University, Lewisburg, Pennsylvania; University of Pennsylvania.

* Leave of absence in 1954-1955 school year.

- RAYMOND W. TUDOR, M.A., (1948) *Assistant Professor of English*
B.J., B.S. in Ed., University of Missouri; M.A., University of Michigan; University of Kansas.
- *SADIE BERNETTE UDSUEN, M.A., (1950) *Instructor and Supervising Teacher in the Seventh Grade*
B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University; University of Michigan.
- ARDEN L. VANCE, M.M., (1949) *Assistant Professor of Music*
B.M.E., Chicago Conservatory of Music; M.M., Northwestern University; Lewis Institute, Chicago; DePaul University; University of Illinois; University of Iowa.
- DALE B. VETTER, Ph.D., (1941) *Professor of English*
A.B., North Central College; M.A., Ph.D., Northwestern University; University of Chicago.
- ESTHER VINSON, Ph.D., (1926) *Associate Professor of English*
A.B., B.S., A.M., University of Missouri; Ph.D., University of Wisconsin; University of Iowa; University of Chicago.
- ARTHUR WELDON WATTERSON, Ph.D., (1946) *Professor of Geography*
Head of the Department of Geography
B.Ed., Illinois State Normal University; S.M., Ph.D., University of Chicago; Blackburn College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- MILDRED C. WELLS, Ph.D., (1951) *Associate Professor of Education*
B.A., University of Iowa; A.M., Ph.D., Ohio State University; Iowa State Teachers College.
- JOHN H. WESLE, M.A., (1952) *Instructor in Art*
B.S., State Teachers College, Milwaukee, Wisconsin; M.A., Western Reserve University; New School for Social Research, New York City; University of Southern California; Cleveland School of Art; Summer School of Painting, Saugatuck, Michigan; University of Wisconsin.
- ROBERT L. WEST, M.S. in Ed., (1954) *Instructor and Supervising Teacher in the Seventh-Eighth Grades*
Special Education Building
B.S. in Ed., Manchester College, North Manchester, Indiana; M.S. in Ed., Western Illinois State College.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University; American Conservatory of Music, Chicago; University of Illinois.
- HARRIET R. WHEELER, M.A., (1946) *Assistant Professor of Business Education*
B.A., Augustana College; M.A., University of Iowa; Cornell College; Gregg College; University of Illinois; Indiana University.
- WILLIAM V. WHITE, M.S. in Ed., (1934) *Instructor in Industrial Arts*
Director of University Press
B.Ed., M.S. in Ed., Illinois State Normal University; University of Illinois.

* Leave of absence in 1954-1955 school year.

- JENNIE ALMA WHITTEN, Ph.D., (1919) *Professor of Foreign Languages
Head of the Department of Foreign Languages*
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois
State Teachers College; University of Grenoble; University of Chicago.
- *CHARLOTTE E. WILCOX, M.S.P.H., (1948) *Assistant Professor of Biological
Science*
B.Ed., M.S. in Ed., Illinois State Normal University; M.S.P.H., University of North
Carolina.
- I.ELA WINEGARNER, A.M., (1933) *Assistant Professor of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of
Colorado; University of Illinois.
- VERMELL WISE, M.A., (1948) *Assistant Professor of English*
A.B., Centre College; M.A., Teachers College, Columbia University; University of
Kentucky; University of Illinois.
- RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice
School of Speech, Boston; University of Iowa; University of Wisconsin; University of
Southern California.
- LEO J. YEDOR, Ph.D., (1948) *Associate Professor of Social Science*
A.B., A.M., Ph.D., University of Chicago.
- LYLE M. YOUNG, M.A., (1952) *Assistant Professor of Music*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- ORVILLE L. YOUNG, Ph.D., (1939) *Associate Professor of Agriculture*
B.S., Purdue University; M.S., Ohio State University; Ph.D., The Pennsylvania State
University; Cornell University.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor
and Director of Libraries*
A.B., Monmouth College; M.S., School of Library Service, Columbia University;
Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Professor
and Assistant Librarian*
A.B., Friends University; B.S., M.S. in L.S., Library School, University of Illinois.
- HELEN A. DOOLEY, M.A., (1947) *Instructor and Assistant Librarian*
A.B., Illinois Wesleyan University; M.A., University of Washington; B.S., School of
Library Service, Columbia University; University of Chicago.
- BERYL GALAWAY, A.M.L.S., (1948) *Instructor and Assistant Librarian*
A.B., Illinois College; B.S. in L.S., University of Illinois; A.M.L.S., University of
Michigan; School of Library Service, Columbia University.
- *AUGUSTA GIENAPP, B.S. in L.S., (1947) *Assistant Librarian*
B.S., State Teachers College, Aberdeen, South Dakota; B.S. in L.S., George Peabody
College for Teachers; University of Denver Library School.
- CLARA LOUISE GUTHRIE, M.S. in L.S., (1932) *Assistant Professor
and Assistant Librarian*
A.B., Hastings College; B.S., M.S. in L.S., Library School, University of Illinois.

* Leave of absence, second semester, 1954-1955.

**Leave of absence in 1954-55 school year.

- ILA KARR, M.A., (1952) *Instructor and Assistant Librarian*
B.Ed., Illinois State Normal University; M.A., University of Denver Library School; University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian (Emerita)*
B.Ed., Illinois State Normal University.
- MARGARET LAWRENCE, M.A., (1939) *Assistant Professor and Assistant Librarian*
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.
- WINIFRED SCHLOSSER METZLER, M.A., (1947) *Assistant Professor and Assistant Librarian*
B.S. in Ed., B.S. in L.S., University of Illinois; M.A., University of Chicago; Eureka College; University of Southern California.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian (Emerita)*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, M.A., (1923) *Assistant Professor and Assistant Librarian*
A.B., University of Wisconsin; M.A., Graduate Library School; University of Michigan; Library School, University of Wisconsin; Graduate Library School, University of Chicago.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard University; University of Zürich, Switzerland.

FACULTY ASSISTANTS

- *JOHN R. CLAUS, B.S. in Ed., (1949) *Agriculture*
B.S. in Ed., Illinois State Normal University.
- FRANCES CULBERTSON, R.N., (1951) *Nurse*
R.N., Brokaw Hospital.
- ROXA DUNBAR, R.N., (1952) *Nurse*
R.N., Brokaw Hospital; Postgraduate, Baylor University Hospital, Dallas, Texas.
- MINA FENTON, R.N., (1952) *Nurse*
R.N., Brokaw Hospital; Postgraduate, Cook County Hospital, Chicago.
- MARY EDNA JOHNSTON, B.S. in Ed., (1954) *Kindergarten*
B.S. in Ed., Illinois State Normal University; Quincy College.
- DOLORES LAUF, M.S. in Ed., (1954) *Partially Sighted and Blind*
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- PATRICIA LITTLEFIELD, R.N., (1951) *Nurse*
R.N., St. Joseph's Hospital; Illinois State Normal University.
- BARBARA CORN ORT, B.S. in Ed., (1954) *Deaf and Hard of Hearing*
B.S. in Ed., Illinois State Normal University.
- ELIZABETH FREY SMITH, B.S. in Ed., (1954) *Kindergarten*
B.S. in Ed., Illinois State Normal University.
- HARRIET G. VISSERING, A.B., (1952) *Resident Director of Smith Hall*
A.A., William Woods College, Missouri; A.B., Washington University; College of Missions, Indianapolis, Indiana.

*Leave of absence, first semester, 1954-1955.

GYNETH WEBER, R.N., (1944)
R.N., Brokaw Hospital.

Head Nurse

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

JOHN L. REUSSER, Ph.D., (1944) *Associate Professor of Education*
Principal of Illinois Soldiers' and Sailors' Children's School
B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa.

ORRIN J. MIZER, M.A., (1947) *Instructor and Supervising Teacher*
in the Junior High School
Assistant Principal of Illinois Soldiers' and Sailors' Children's School
B.S. in Ed., M.A., Bowling Green State University; Kent State University.

GLADYS ELLEN BAKER, A.M., (1946) *Instructor and Supervising Teacher*
in the Sixth Grade
B.Ed., Illinois State Normal University; A.M., University of Illinois.

VEDA BOLT BAUER, A.M., (1923) *Instructor and Supervising Teacher*
in the Junior High School
B.Ed., Illinois State Normal University; A.M., University of Illinois; Eastern Illinois State College; Illinois Wesleyan University.

EDNA E. BEEZLEY, M.Ed., (1954) *Instructor and Supervising Teacher*
in Home Economics
B.S., University of Missouri; M.Ed., Colorado A. and M. College.

GERTRUDE ERBE, M.M., (1949) *Instructor and Supervising Teacher in Music*
B.M., University of Wisconsin; M.M., Northwestern University; Lawrence College; Teachers College, Columbia University; Juilliard School of Music; American Conservatory of Music, Chicago; Chicago Musical College; University of Illinois.

ROLAND A. GLEISNER, M.A., (1942) *Instructor and Supervising Teacher*
in the Junior High School
A.B., State Teachers College, Marquette, Michigan; M.A., University of Minnesota.

MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher (Emerita)*
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of Wisconsin.

ROLLAND OTIS GRAY, M.S., (1942) *Instructor and Supervisor in*
Industrial Arts
B.Ed., Illinois State Normal University; M.S., Iowa State College; Western Illinois State College; University of Iowa.

JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor in*
Industrial Arts
B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.

BETTY JEAN KEOUGH, M.S. in Ed., (1952) *Instructor and Supervising*
Teacher in Health and Physical Education
B.S. in Ed., Butler University, Indiana; M.S. in Ed., Illinois State Normal University.

- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher
in the Fourth Grade*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State
College of Education.
- FRED J. KNUPEL, A.M., (1925) *Instructor and Supervisor in Industrial Arts*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- LUCILE M. KOENIG, M.A., (1949) *Instructor and Supervising Teacher
in the Sixth Grade*
A.B., Nebraska State Teachers College, Wayne; M.A., University of Nebraska.
- ROBERT K. POMRENKE, M.S. in Ed., (1954) *Instructor and Supervising
Teacher in Health and Physical Education*
B.S. in Ed., M.S. in Ed., Illinois State Normal University.
- MABLE ANN PUMPHREY, M.S., (1920) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., Illinois Wesleyan University; M.S., University of Illinois; Illinois State Normal
University; Clark University.
- VERNER RYDEN, M.A., (1949) *Instructor and Supervising Teacher
in the Junior High School*
B.S. in Ed., Northwestern University; M.A., University of Wisconsin.
- MARCEIL SALLER, M.S., (1950) *Librarian*
A.B., St. Xavier College; B.S., McGill University, Library School; M.S., Indiana Uni-
versity; St. Mary's College, Notre Dame; University of Chicago.
- HERBERT C. SANDERS, M.M., (1949) *Instructor and Supervising Teacher
in Instrumental Music*
B.M., Chicago Musical College; M.M., Northwestern University; American Conserva-
tory of Music, Chicago; University of Chicago.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher
in the Sixth Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University;
University of Iowa.
- ALICE SHEVELAND, M.A. in Ed., (1942) *Assistant Professor and Supervising
Teacher in the Primary Grades*
B.Ed., M.A. in Ed., Northwestern University; Northern Illinois State Teachers Col-
lege; University of Illinois.

GENERAL INFORMATION

ADMISSION AND REGISTRATION

ADMISSION

Illinois State Normal University is interested in admitting high-school graduates who in all probability may be developed into the kind of teachers such as principals and superintendents would be willing to employ in their own schools. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the Admissions Office in being fair to all persons seeking entrance to the University.

Qualifications for the teaching profession require that those who seek to enter that profession should possess essential physical, mental, personal, and social characteristics. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism are essential qualifications. Though Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful teachers. The Application for Admission, to be filled out by the student, includes: a record of the student's age, health, family background, and interests; a chronological record of school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and choices as to the curriculum to be followed. The transcript of high-school credits and grades and a confidential report given by the high-school principal concerning the student's personal qualifications also play an important part in selecting candidates for admission.

Application for admission may be made any time after the completion of seven semesters of high school work. Supplementary transcripts are sent in after high-school graduation. It is recommended that applications not be postponed until the summer months.

It has been found that in some instances it is difficult to get a statement of the high-school record at a later time since part of the statement must be made by a school official, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission:

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high-school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the third paragraph on this page as they are listed by each applicant on his Application for Admission.

3. Physical examinations are required for all entering students and are to be taken at the University Health Service, Special Education Building, according to a scheduled procedure at the time of registration. Effective the second semester of 1955-1956 and thereafter, the required physical examination for a new student will be given by the student's own physician

(a licensed M.D.) during the 60 days preceding registration. Forms will be furnished by the University. A new student, who has been in military service, may use a certified copy of his discharge physical examination if it was completed within six months of registration. In any case, chest x-rays and audiometer (hearing tests) will be made by the University as a part of the registration procedure.

4. In line with the health education program of the state, all entering students should be vaccinated against smallpox by their home physicians before registering in the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer session. By entering in the summer session of 1955, a student will find it possible to complete the work for a degree in 1958 if he attends additional summer sessions.

6. A student who has been dropped from another institution may not, except by special action, enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped.

APPLICATION FOR ADMISSION

Application for admission to Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the Committee on Admissions will consider the application. The candidate will then be notified whether or not he is accepted.

It is the responsibility of the applicant to see that the following items, which are essential before the application can be considered, are received by the Director of Admissions:

1. An Application for Admission properly filled out by the applicant.
2. A transcript of the high-school credits, which includes a personal record and recommendation, to be issued by the principal, and to be mailed by him *directly* to the Director of Admissions. This record is to be made on Parts III and IV of the Application after the applicant has filled in Parts I and II in full.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Director of Admissions of Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards listed under "Admission," rather than the completion of a specified number of units of credit in certain fields.

Although specific units of entrance credit beyond those required for gradua-

tion from a recognized high school are no longer required for admission, it is advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper-grade teaching, and a year and one-half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high-school program in line with the fields of study he will follow in his college work. Advice from high school counselors is valuable to the student planning to attend college.

ADMISSION AS A TRANSFER STUDENT

Advanced standing credit will be granted for work completed at other colleges or universities. A student transferring to this University should request an official transcript from the registrars of all colleges and universities he has attended. These transcripts must be on file for the consideration of the student's application for admission.

A statement of advanced standing, showing how credits may be used at this University, will be issued to the student after his application for admission has been approved. The Head of the student's department will receive a copy of the statement of advanced standing.

REGISTRATION

Monday, September 12, 1955, and the three following days constitute Orientation Week, which is given over to introducing new students to the life of the University. The program includes tests in English, reading, social science, and general intelligence, registration, and a series of social events interspersed during the entire week. Suggestions from the school administration — President, Dean of the University, Dean of Women, Dean of Men — and the Head Librarian form an important part of the activities during these first days. All Freshmen admitted to the University will be notified by the Director of Admissions as to the time and the place to report on Monday, September 12. They are expected to remain through the entire Freshman Week period.

New students should be present promptly on the first morning so that they will have the benefit of all activities, including a tour of the campus with special student guides. During the special days provided, registration must be completed, physical examinations arranged for, and textbooks secured, since all classwork starts promptly on Friday, September 16.

The services offered to students by the University Speech Re-education Clinic require that all new students take an audiometric test and a speech usage test during the early part of their first semester.

Registration days for the first semester are Wednesday and Thursday, September 14 and 15, 1955. Each student begins registration at the time scheduled for him according to his last name.

Registration days for the second semester are Tuesday and Wednesday, January 31 and February 1, 1956, and each student again registers according to a published schedule.

PROFICIENCY EXAMINATIONS

Students in good academic standing may, with the approval of the department concerned, be exempted from certain courses on the basis of satisfactory performance on proficiency examinations. Information on these examinations may be obtained from the Registrar or from the department offering the examination.

Committee?

EXPENSES AND FINANCIAL AIDS

EXPENSES

Since a high percentage of funds necessary to provide a superior quality of education is available through state appropriations, the cost to the student attending Illinois State Normal University is very moderate compared with that at many colleges and universities. Attention is called to the items included under the school fees and the extensive service given in return for the moderate expenditure.

FEEES

Fees are due on each registration day. A student may not attend classes until his fees have been paid. Textbooks may not be obtained until all fees are paid.

The following schedules of fees apply to undergraduate students who are residents of Illinois.

The difference in fees for non-resident students is shown in a paragraph below the following schedule.

Graduate students should consult the Graduate School bulletin for information on fees.

For each semester

Full-time students

Registration fee	\$30.00
Activity fee	14.00
Student Union fee.....	11.00
Textbook fee	5.00
<hr/>	
Total	\$60.00

Part-time students—six semester hours or less

Per hour	\$ 5.00
No activity or Student Union fees are charged.....
Textbook fee	2.50

The following are additional fees not applicable to each student enrolled:

Graduation fee	10.00
Late registration fee charged after scheduled registration days..	3.00
Change of program fee, charged beginning September 21, 1955, for the first semester and February 7, 1956, for the second semester	1.00
Late examination	1.00
Towel fee (one dollar will be returned).....	2.00

For students not residents of the state of Illinois, the registration fee for full-time students is \$75.00 per semester. For part-time students, the registration fee is \$12.50 per credit hour (for six hours or less). All other fees are the same as those quoted above.

An auditor pays \$5.00 per hour if he is not a full time student. There is no additional cost for full-time students to audit courses.

The activity fee covers school activities and publications such as athletics, music, lecture, dramatic and forensic events, class dues, the school paper, and the school annual. This fee also includes health and medical dispensary service through the office of the University Physician, and infirmary and hospitalization service as indicated in this catalog under "Promotion of Health."

No refund of fees will be made to a student who officially withdraws after September 24, 1955, for the first semester and after February 11, 1956, for the second semester.

LIVING ACCOMMODATIONS

Barton Hall, with room and board accommodations for one hundred fifty-nine women, and a new residence hall, with accommodations for four hundred ten women, are provided as residences for Freshman women. Each residence hall has its own recreation rooms and dining facilities. In addition to the Freshman women, a number of upperclass women, who have attended the University for at least one year and have established records of outstanding scholarship and campus leadership, are invited to live in the Freshman halls and to serve as Honor Residents. Upperclass women, other than Honor Residents, may be assigned to these halls if openings are still available after July 1.

Fell Hall, with space for two hundred fifty women, is open to Sophomores, and a small number of Senior Residents invited to live in the Hall. Most rooms are double or triple; a few single rooms are available. During the summer session only, Fell Hall is open to all women students.

Inquiries about residence in the women's halls should be addressed to Miss Isabelle Terrill, Director of Women's Residence Halls.

Dunn Hall accommodates one hundred sixty-one men, most of them in double rooms. This is a modern three-story structure provided with dining room, lounge, and recreational areas.

Smith Hall, located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations and board for fifty-two men students. Additional residence space is also available under University supervision in Smith Hall Annex, 507 South University Street.

Inquiries about residence in men's halls and Smith Hall Annex should be addressed to Mr. R. H. Linkins, Director of Men's Residence Halls.

The rate for room and board in Smith Hall is \$297 per semester (approximately \$16.50 per week); for Dunn, Barton, and the new freshman women's residence hall, \$315 per semester (approximately \$17.50 per week); for Fell Hall, \$297 or \$333 per semester (approximately \$16.50 or \$18.50 per week), according to the room assigned. Room rental in Smith Hall Annex is \$54 per semester.

A deposit of \$10 is required when an application for a residence hall reservation is submitted. The University reserves the right, if necessary, to increase the rate of room and board in residence halls at the beginning of any semester or summer term, with the understanding that adequate notice will be given to acquaint all residents of the halls with the change in rate.

On Sudduth Road, west of Main Street, is located Cardinal Court, which provides dormitory space for ninety-two single men as well as eighty-five apartments for married students and their families. Both dormitories and apartments are open to veteran and non-veteran students, but priority is given to veterans.

Rental in these units is \$72 per semester for dormitory accommodations, \$21 per month for one-bedroom apartments, and \$24 per month for two-bedroom apartments. A deposit of \$10 is required when an application is submitted for room reservations, and when an apartment assignment is accepted. Information concerning Cardinal Court dormitories and apartments may be obtained from Mr. Stanley K. Norton, Assistant Dean of Men, who is chairman of the Veterans Housing Committee.

The Normal-Bloomington community has approved homes in which students may secure accommodations. Students not living at home or with relatives are required to room in approved houses. Undergraduate students who are not married are not permitted to occupy apartments except by special arrangements made in advance with the Dean of Women or the Dean of Men. Lists of approved rooming houses and of apartments for married students are kept at the office of Mrs. Eloise Malmberg, Director of Housing. Students should consult these lists before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women undergraduate students. The college furnishes standardized forms, which are signed by both student and householder, and are then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house standards, which are an integral part of the agreement and are equally binding upon college, student, and householder.

The prevalent rate of rent for desirable and well-equipped rooms, large enough for two persons, is between \$3.50 and \$6.00 for each person; for similar single rooms, between \$4.00 and \$6.00. Apartments vary widely in cost.

Meals may be secured at a cost of approximately \$10 to \$15 a week or more, according to the choice of the student.

OTHER EXPENSES

The lists of fees shown above include all institutional charges except gymnasium locker deposits of one dollar each and the purchase of gymnasium apparel for those taking such work.

Lockers for general use may be rented for twenty-five cents a semester. The rental fee and a deposit of \$1.00 required for combination padlocks will be paid at the Business Office.

ESTIMATED TOTAL EXPENSES

The average cost for board, room, laundry, school supplies, fees (including textbooks), and other costs connected with college life is approximately \$800 to \$1000 for the regular year of thirty-six weeks. Some students do light-housekeeping and are thus able to reduce that figure decidedly.

FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: loan funds, scholarships, awards, and part-time employment.

LOAN FUNDS

STUDENT LOAN FUND. The general student loan fund is available for Seniors and graduate students. From this fund they may borrow at a low rate

of interest a sum not to exceed \$150 per student. It is also available to veterans needing temporary assistance. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

ANNIE LOUISE KELLER LOAN FUND. This fund consists of \$150, which is loaned without interest to properly qualified students selected by the Student Financial Aid Committee from possible nominations by the Dean of Men or the Dean of Women. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

FACULTY WOMEN'S CLUB LOAN FUND. Women students who meet the standards required by the Club are eligible to borrow from this fund a sum not to exceed \$150. The office of the Dean of Women will furnish information about loans from this fund.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS LOAN FUND. Loans from this fund are available to any student upon showing need and being approved by the committee. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

SCHOLARSHIPS AND AWARDS

STATE TEACHERS COLLEGE SCHOLARSHIPS. Beginning with July 1, 1936, scholarships to the four state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state ranking in the upper third of their classes. High schools with fewer than 500 students are each entitled to three scholarships. High schools of five hundred to one thousand students receive four, and those high schools having over one thousand students are entitled to five scholarships. The local school authorities certify in order of rank persons entitled to receive the scholarships, which are awarded to students who plan to attend any of the state teachers colleges with the purpose of becoming teachers. This scholarship covers registration and activity fees. This scholarship may be used for four years.

STATE MILITARY SCHOLARSHIPS. Any person who has been honorably discharged from the army, navy, coast guard, or marine corps who was a resident of the state of Illinois upon entering military service, who is not receiving federal benefits, and who meets the requirements for admission is entitled to a military scholarship to any of the four state teachers colleges. This scholarship may be used for four academic years and covers registration and activity fees.

GOLDEN JUBILEE SCHOLARSHIPS. There are thirty-two scholarships of \$250 each to be awarded to high school seniors who plan to prepare for teaching. These scholarships are made available by the Illinois Congress of Parents and Teachers. The requirements are high scholastic standing, good health and character, some leadership ability and the willingness to teach. One scholarship will be given in each of the thirty-two P.T.A. districts in Illinois and the scholarship may be used by the student to attend the college or university of his choice. The rewards are renewable for each year to students who qualify, giving a total of \$1,000 to each who completes four years of college study. District

P.T.A. committees select the recipients. Applications must be filed by high school seniors before March 15.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS. A scholarship of \$300 is made available to a Sophomore over a three-year period. The granting of the scholarship is based upon leadership, interest and participation in school activities, scholastic ability, financial need, and other qualifications established by the donors. Some scholarships of \$250 each are made available for teachers in the field of Special Education. The recipients of these scholarships are selected on the basis of ability, personality, financial need, and professional interest. Applicants must have completed at least one semester of work at the Illinois State Normal University. These scholarships are administered by the Student Financial Aid Committee.

GAILEY SCHOLARSHIPS. The Watson Gailey Eye Foundation provides \$200 annually for scholarships available to two students pursuing work in sight saving. These scholarships are administered by the Student Financial Aid Committee.

JUNIOR WOMEN'S CLUB SCHOLARSHIPS. Several scholarships of \$400 each are made available to second-semester freshmen or upperclassmen in special education. The granting of the scholarships is based upon scholastic ability, financial need, participation in extra-curricular activities, and other qualifications established by the donors. These scholarships are administered by the Student Financial Aid Committee.

CHICAGO WOMAN'S IDEAL CLUB SCHOLARSHIPS. Several scholarships of \$100 each are made available to sophomore, junior or senior women. The granting of the scholarships is based upon a "B" average, participation in extra-curricular activities, financial need, and other qualifications established by the donors. Recipients may reapply for their remaining years in college. These scholarships are administered by the Student Financial Aid Committee.

ILLINOIS WOMEN'S RELIEF CORPS AWARD. A scholarship of \$300 has been given by the Illinois Women's Relief Corps of the Grand Army of the Republic. It is available to a Sophomore over a three-year period. It is administered by the Student Financial Aid Committee.

SEVENTEENTH DISTRICT ILLINOIS FEDERATION OF WOMEN'S CLUB SCHOLARSHIP. A \$100 scholarship is available to a sophomore, junior, or senior man or woman in the elementary curriculum who is from the seventeenth district comprising Ford, Livingston, Logan, McLean, and Woodford counties. The granting of the scholarship is based upon scholastic ability, personality, financial need, and possibilities of success in teaching. This scholarship is administered by the Student Financial Aid Committee.

ALUMNI AWARDS. The Illinois State Normal University Alumni Association makes an award of \$100 each year to a Junior for use in the Senior year. The Association also makes a number of awards of \$100 each to Freshmen and outstanding upperclassmen. These awards are to be used for the payment of fees.

Those interested are invited to apply for the Alumni Award for a Junior during the second semester of the year. Their letters of application must be accompanied by recommendations from the Heads of their Departments. Only Juniors who have attended the University during their entire college career, have earned at least part of their college expenses, and hold no other scholar-

ships are eligible for the award. Selection is made by a faculty-alumni-student committee through use of a special rating scale, which takes into consideration intellectual and social qualities as well as academic standing.

All Alumni Awards except the Junior award are made each summer on the basis of high-school and college records in extra-curricular work as well as in academic studies. These awards are designed to encourage those students who have a deep interest in teaching but who need financial assistance to enter the University. Selection of the recipients is made by the alumni award committee.

THE JESSIE E. RAMBO AWARD. An award of \$100 is made to a Junior in the Division of Home Economics Education each year near the end of the second semester. This award, which will cover school fees for the following year, is made on the basis of scholarship, personality, evidence of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

INDUSTRIAL-ARTS CLUB SCHOLARSHIP. A scholarship of \$100 has been made available by the Industrial-Arts Club to a worthy junior who has industrial arts for either his first or second teaching field. He must be a member of the Club; have an honor point average of not less than 3.0 in his industrial-arts courses and 2.5 in all other courses. This scholarship is administered by a joint committee of faculty and students elected by the Club, and is to be used for registration fees during his senior year.

CHILDREN'S THEATRE SCHOLARSHIP. The Children's Theatre of Normal, Illinois, offers a scholarship of \$100 to a student in the field of Speech or Elementary Education chosen on the basis of worthiness, interest in dramatic activity, and financial need.

ERMA IMBODEN MEMORIAL AWARD. This award is made each year from the Erma Imboden Memorial Fund to a student teacher in the Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School.

STELLA V. HENDERSON MEMORIAL AWARD. This award is made available annually to a graduate student through the interest of Kappa Delta Epsilon, Kappa Delta Pi, and the many friends of Dr. Henderson, a very active student and faculty member of the University, whose particular contribution was in the field of philosophy of education. The fund is administered by the University Foundation. The amount of the award each year is determined by the growth of the fund.

FACULTY WOMEN'S CLUB SCHOLARSHIP. In honor of the men and women of Illinois State Normal University in World War II, the Faculty Women's Club will make annually an award of \$100 to a student of Junior standing with high scholarship, excellent character, and qualities of leadership, and with interest in world affairs and world peace.

LATHROP MEMORIAL AWARD. An award of \$100 is available to a senior in the Department of Geography who wishes to continue as a graduate student in that department. The selection is made by the staff of the Department of Geography on the basis of scholastic ability, good character, evidence of interest

in teaching geography, and financial need. The award is a memorial to Dr. Harry O. Lathrop for his outstanding contributions to the community, to the University, and to the field of geography.

BLACKFRIAR SCHOLARSHIPS AND AWARDS. One annual scholarship of \$250 is offered for use by a man during his freshman year. The recipient must have graduated in the upper half of his high school class. Three registration fee awards are presented each semester to upper-class men. Applicants for these awards must have a scholastic average of "C" or better. The recipients will be chosen by a committee comprised of three faculty members and three student Blackfriar members. The recipients are in no way obligated to the Blackfriar organization. Application is made directly to the Blackfriar organization.

THE LOWELL MASON AWARD. This award of \$100 is presented in the spring to a deserving sophomore or junior in the Music curriculum. It is designed to aid a student in music who has actively participated in campus and music organizations. If the student holds any other scholarship, except the State Teachers College Scholarship, he is ineligible for the award. A committee composed of the Head of the Department of Music, Faculty Adviser of the Lowell Mason Club, President and Vice President of the Lowell Mason Club, and a school administrator, selects the recipient from application letters received in the spring.

GRANTS-IN-AID. A few students with limited financial resources may receive registration fee grants made available through contributions from alumni and friends of the University. The amount granted to each such student is determined by the need and the ability of the student.

PART-TIME EMPLOYMENT

There are possibilities for both men and women students to do work for which they obtain room or board or both, or certain monetary compensation. Women students wishing to secure such employment should address Miss Anna L. Keaton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the Heads of their Departments. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.

SERVICES FOR WAR VETERANS

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran insofar as its facilities permit.

Mr. Stanley K. Norton, Assistant Dean of Men, is Director of Services for Veterans. Before registration, veterans should write to or see Mr. Norton. He will be glad to advise veterans on curricula and procedures at Illinois State Normal University and provisions established for veterans by the federal government. Veterans will also find faculty members and the counseling service interested in advising them on types of training of value to the student.

A State Military Scholarship which covers registration and activity fees for four years is available to a veteran who has an honorable discharge, was a resident of the state of Illinois at the time he entered military service, and is not receiving federal benefit.

Desirable living accommodations may be obtained in the University residence halls, Cardinal Court (apartments for married students and dormitory for single students). Information on rooms in homes approved by the University may be obtained from the Director of Housing.

The federal government provides benefits under Public Law 550 (so-called "Korean" bill), Public Laws 16 and 894 (rehabilitation). Before filing their application (VA Form 1990) for educational benefits under PL 550, veterans are strongly urged to communicate with Mr. Stanley K. Norton, Director of Services for Veterans, regarding the procedures to be followed in obtaining VA authorization for a course of training and the subsequent award of subsistence allotments. Not only are copies of VA Form 1990 available, but also the completed applications for benefits, declarations of marital status, and marriage and birth certificates may be submitted through the Office of Veterans' Services.

REGULATIONS EVERY STUDENT SHOULD KNOW

MARKING SYSTEM AND SCHOLARSHIP REQUIREMENTS

MARKS

The marks with their value in grade points are as follows:

<i>A</i>	(Passing)	4 grade points per semester hour
<i>B</i>	(Passing)	3 grade points per semester hour
<i>C</i>	(Passing)	2 grade points per semester hour
<i>D</i>	(Passing)	1 grade point per semester hour
<i>F, WF</i>	(Failing)	0 grade point per semester hour
<i>I</i>	(Incomplete)	No grade points per semester hour
<i>WX, WP</i>	(Withdrawal)	No grade points per semester hour

A, B, C, or D will be recorded for work which has been given a passing mark. *F* will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

WITHDRAWALS

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. *WX* is given if the student withdraws before the quality of the work can be determined; *WP* if the student is passing at the time of withdrawal; and *WF*, if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient, provided textbooks and the library slug are returned.

If a student withdraws from a class or from the University during the semester without arranging officially with the Dean of the University, his withdrawal will be considered unofficial after three weeks of absence, or by the close of the semester (whichever is the shorter period of time), unless a justifiable reason for extension of time is accepted by the Dean of the University.

REPETITION OF COURSES

If a student fails to receive a passing grade in a course, he should repeat that course at the earliest opportunity. When a failure is repeated, the last grade only is counted in computing the grade point average.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An "I" will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the term or semester. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or summer a student is in school and may not be cleared after one year has elapsed. Incompletes are recorded permanently but the "I" is circled and the permanent grade, semester hours, and grade points are added when the record is cleared.

GRADE POINTS

In order to be eligible for a student teaching assignment and for graduation, students must have a grade point average of 2.0 (C) in all courses for which they have been enrolled at Illinois State Normal University. Incompletes and withdrawals, other than failures, are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the grade point requirements. The following case illustrates the counting of grade points:

Course	Mark	Sem. Hrs. Enrolled In	Sem. Hrs. Earned	Sem. Hrs. Counted in Grade Point Requirement	Grade Points Earned
History of Civilization 113	D	3	3	3	3
General Psychology 111	C	3	3	3	6
Fundamentals of Speech 110	A	3	3	3	12
Art Appreciation 107	I	1	0	0	0
Elective	WP	2	0	0	0
Elective	B	3	3	3	9
Elective	F	1	0	1	0
Recreational Activities 103	WF	1	0	1	0
		—	—	—	—
Grade Point Average	2.1	17	12	14	30

SCHOLASTIC PROBATION

To remain in good standing scholastically, students must meet the following requirements:

1. On the cumulative record, students who have completed 1-29 semester hours, inclusive, may have nine fewer grade points than twice the number of hours; 30-44 hours, inclusive, six fewer points; 45-59 hours, inclusive, three fewer points. Students who have been enrolled for 60 or more semester hours must have twice as many points as hours, or an average of 2.0 (C). Incompletes and withdrawals (WP and WX) are not counted. WF counts the same as failure.

2. On the record of each semester also, full-time students must earn a minimum of eight semester hours and sixteen grade points. Students taking fewer than eight semester hours during a regular semester must earn passing grades. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and twelve grade points if

six or more semester hours are taken. For three semester hours only in the eight-weeks session, for the three-weeks session, and for extension courses, the requirement is a passing mark.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Students who are placed on scholastic probation should make every effort to improve their grades so that their probationary status will be removed. Such students might find it valuable to reduce their load by two or three semester hours in order to improve their scholastic record.

SCHOLASTIC LOAD

A student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. Permission from the Dean of the University must be obtained by a student who desires to carry more than 17 hours. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his first semester.

A person who holds a full-time position may not take more than six semester hours of work per semester.

CLASSIFICATION OF STUDENTS

Students in the curricula leading to the Bachelor of Science in Education degree are classified as freshmen, sophomores, juniors and seniors. A student must have completed 30 semester hours to be classified as a sophomore, 60 as a junior, and 90 as a senior.

An unclassified student is one not working toward the bachelor's degree, but who is in teacher education.

A special student is one not working toward a bachelor's degree, who is not in teacher education. A special student may carry no more than six semester hours during the first or second semester, but may carry a full program of courses during the summer sessions.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

Students are expected to choose one of the curricula and to follow the program as closely as possible, except where elective substitutes are allowed by the Dean of the University.

Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted to the employment load. Employed students should confer first with the Dean of Women or the Dean of Men concerning any change in class load before the changes are officially made.

At the end of nine weeks of each semester, students who are not doing

satisfactory work are reported to the Directors of their respective Divisions. Each student so reported must confer with the Director, who will advise adjustment of the work commensurate with the ability of the student. An employed student so reported must confer with the Dean of Women or Dean of Men concerning the adjustment of work prior to the conference with the Director of his Division.

Requests for transfer from one curriculum to another should be made to the Registrar.

Anyone who plans to audit a course must register in the office of the Registrar as an auditor. An auditor may not participate in class discussions, tests, and examinations.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. In case of justifiable absence, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician, as well as to the Dean of Women or the Dean of Men. Such reporting will make it possible for the instructor to discover whether the absence was justifiable. Students who have been absent because of a contagious disease must secure from the University Physician a permit to re-enter classes. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places responsibility squarely upon the student. Such attendance regulations are designed to develop growth on the part of the student, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern on their part.

CLASS SCHEDULES AND RESIDENCE CREDIT

The programs of available courses are worked out in the office of the Dean of the University. Individual class schedules for students are approved each term by the Directors of Divisions or the Heads of Departments. The school day in the regular year consists of nine periods of fifty minutes each from 8:00 A.M. to 4:50 P.M. A limited number of undergraduate and graduate courses are also available in late afternoon, evening, and Saturday classes. All credits earned in classes on the campus count as residence credit.

STUDENT ASSEMBLIES

Student assemblies are held once each week to unify school spirit, to make announcements, and to add to the general education of the students. Interesting and profitable programs are presented by students, faculty members, and guests. The planning and scheduling of assembly programs come under the direction of an Assembly Board, composed of an equal number of students and faculty. The assemblies are held on Wednesdays at ten o'clock. Freshmen and sophomores are required to attend.

REQUIREMENTS FOR GRADUATION

WITH BACHELOR OF SCIENCE IN EDUCATION DEGREE

The degree of Bachelor of Science in Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed

to prepare for teaching. Since the entire work of the University is planned for the preparation of teachers, the various curricula are professional in nature.

The degree of Bachelor of Science in Education is conferred upon students who complete any of the four-year curricula with a minimum of 128 semester hours, including not less than 43 hours of senior-college credit. A grade-point average of 2.0(C) is required on all work done at Illinois State Normal University. The passing of an examination on the constitutions of the United States and state of Illinois and proper use of the American flag is also a graduation requirement.

The requirements for graduation with the degree of Bachelor of Science in Education for students in the Secondary Curriculum call for certain specified courses as outlined on page 79. With certain administratively-approved exceptions, each student must complete these requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous, the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

The Registrar informs each candidate for graduation during his senior year of his remaining requirements for graduation. Meeting graduation requirements is the student's responsibility and he should continually check his program against degree requirements.

To meet the residence requirement, the student must take at least one year (36 weeks—32 semester hours) of the last two years with this University. Some of this work may be taken by extension if the student presents at least 32 semester hours of campus work of his four years of work. All work completed on the campus in day and evening classes is considered residence work. The student must also complete the last course or courses with this University.

Not more than thirty-two semester hours may be earned through extension or correspondence work of which no more than sixteen may be through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed six weeks before the end of the second semester. For graduation at the end of the summer session, such deficiencies must be removed two weeks before the end of the term.

Students may receive the degree of Bachelor of Science in Education at the close of the school year in June or at the close of the summer session in August. Students completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to be graduated in June or at the end of the summer session must make application for graduation not later than six weeks preceding the date of graduation. The graduation fee of ten dollars must be paid when application is made.

Candidates for graduation are expected to be present at the graduating exercises in order to receive their diplomas in person.

TEACHERS' CERTIFICATES

Each student who graduates from Illinois State Normal University with the Bachelor of Science in Education degree is eligible for one or more teaching certificates in the State of Illinois.

Before any teacher can be employed in the public schools in Illinois he will be required to secure a certificate which is issued by the State Teachers' Certification Board. Upon graduation from Illinois State Normal University an official transcript of credits is sent to the Executive Secretary of this Board. The certificate will be issued by the County Superintendent of Schools.

Each teacher in the public schools of Illinois must earn five semester hours every four years until one hundred fifty semester hours have been earned. These hours may be in graduate or undergraduate courses.

Complete information concerning the requirements for certificates to teach in Illinois may be obtained from the Office of the Laboratory Schools, Bureau of Appointments, Heads of Departments, and the Office of the Registrar. County Superintendents of Schools are always willing and able to give complete information about requirements for teaching certificates.

LABORATORY SCHOOLS AND STUDENT TEACHING

The laboratory schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level. Students teach under the supervision of competent teachers and, before the work is completed, take over entire charge of the classes. This work provides rich experience where theory and practice become unified. All schools are operated during the school year and the summer session.

In addition to actual teaching, the students in all curricula are required to do much observation; to assist with study halls, checking of attendance, and the school libraries; and to participate in many other activities required of teachers after they begin work in the field. The latter may include work with ongoing school committees such as safety, student council, Red Cross, curriculum improvement, and the like.

FACILITIES FOR STUDENT TEACHING

The campus laboratory schools consist of the University High School with 405 students, the Metcalf Elementary School with 270 pupils, including kindergartens, and the Special Education School with 225 pupils in kindergarten and elementary classes through the eighth grade and special classes for exceptional children. The University has a cooperative arrangement with the Illinois Soldiers' and Sailors' Children's School, which has an enrollment of 150 pupils. Students who are preparing to teach Vocational Home Economics and many student teachers in other subjects are assigned to public high schools. At the present time, such students are assigned to student teaching in Decatur, Galesburg, Geneseo, Harvey, Joliet, Pekin, Pontiac, Princeton, Springfield, Farmer City, Hartsburg, Warrensburg, Wenona, Peoria, Streator, and other Illinois communities. The University also assigns student teachers to Trinity High School in Bloomington and to the elementary and secondary public schools in Bloomington and Normal.

CAMPUS SCHOOLS

University High School

The University High School enrolls students from the local community and from the state at large. Although high-school students are not required to pay tuition, there is a fee required that is used for the support of such high-school activities as athletics, the school paper, the school annual, the high-school assembly programs, the musical organizations, the Student Council, the clubs, and the University motion pictures.

A principal and thirty-three teachers give personal attention to the students' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training as that provided in the University High School. It maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates may enter, without an examination, any of the colleges or universities that admit on certificates of graduation, provided due care has been exercised in the choice of high-school subjects.

The University High-School Library is attractive and well equipped. It is under the supervision of a full-time librarian.

Metcalf Elementary School

The Metcalf Elementary School occupies the greater portion of the Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy classroom units on the first and second floors; and the four upper grades and the Elementary-School Library occupy units on the third floor. On the first floor, there are two large play rooms and a suite of rooms for home economics. Playground facilities are available. The regular staff of the Metcalf Elementary School consists of nine highly-trained classroom teachers plus special teachers in Art, Music, Home Economics, Physical Education, Industrial Arts, Foreign Languages, Speech and Dramatics. School nursing service is provided to all pupils.

The Metcalf Library is attractive and well-equipped. It is under the supervision of a full-time librarian.

This school is maintained to give opportunities for all students in the University to observe good teaching, for students to participate in teaching activities before being assigned for student teaching, for case studies of individual children, for student teaching experiences, for experimenting with newer methods of teaching which give promise of improving education, and to serve as a demonstration school of good educational practices.

The staff in the Metcalf School work closely with the staff in the Special Education School.

Special Education School

The Special Education School is a complete elementary school including regular grades and special classes for exceptional children. Here regular class-

rooms are provided beginning with a four-year kindergarten through the eighth grade, two special classrooms for physically-handicapped children, three classrooms for educable mentally handicapped, one for partially sighted, two for deaf and hard-of-hearing and one Braille room. The child who needs only a part-time special program is enrolled accordingly, the remainder of his program being taken in one of the several regular classes in the school.

Supplementing the regular and special class rooms are the children's library, a small auditorium and play room within the building, and facilities for home arts, industrial arts, fine arts and crafts, and music. Physical therapy is available to the children for whom it is prescribed. The solarium on the roof affords additional rest and protected play space. Specially planned playgrounds are adjacent to the Special Education School.

A cafeteria for children who must remain throughout the day provides lunch.

The staff consists of fourteen supervising teachers, a nurse, a librarian, a physical therapist, teachers of music, art, home arts, industrial arts, and physical education.

Accessible in the same building are the services of the Reading Laboratory, Speech Clinic, Psychological Counseling Center, and the Hearing Laboratory.

SPEECH RE-EDUCATION CLINIC

Although the Speech Re-education Clinic affords speech therapy services to university students and to the community, it is maintained primarily as a laboratory for student teaching in speech correction. This program is carried forward both on the campus in a well-equipped speech clinic and in the laboratory schools as well as in affiliated schools off campus. A summer residence clinic is maintained for severely speech-handicapped children in conjunction with the Illinois Division of Services for Crippled Children. The student clinician is afforded rich opportunities for observing and working with speech cases of various types and ages. These experiences include diagnostic evaluations, individual and group therapy, speech surveys in the public school system, and the organization of the public school re-education program.

PSYCHOLOGICAL COUNSELING SERVICE

The Psychological Counseling Service serves University students, high school students, and children in the other laboratory schools, and, by special arrangement, children from nearby communities.

The Psychological Counseling Service provides experience for undergraduate students in case-study procedures, and for graduate students in psychological diagnosis and counseling.

HEARING LABORATORY

The Hearing Laboratory provides students the opportunity to test hearing and to apply speech reading and auditory training procedures with children and adults who have deficient hearing. Prospective speech correctionists and teachers of the deaf and of the hard of hearing participate in school hearing surveys, analysis of hearing deficiencies, training, and hearing aid selection procedures.

READING LABORATORY

The Reading Laboratory offers part of the preparation for teachers of exceptional children. Its purpose is to provide college students with experience

teaching, under supervision, elementary and high school pupils manifesting severe reading disabilities.

Service is both diagnostic and instructional. Analysis of reading difficulties and differentiated reading instruction are given to children in the laboratory schools, and by special arrangement, to children in surrounding communities.

For graduate students, the Reading Laboratory offers opportunities to investigate various areas in reading research. At the graduate level, it is possible for students to study different types of reading problems and appropriate remediation for each of them.

COOPERATING SCHOOL

Illinois Soldiers' and Sailors' Children's School

The cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of six elementary grades, and a junior high school, consisting of grades seven and eight. It is housed in a modern building, which is adequately equipped for teaching the regular subjects, home economics, industrial arts, music, and physical education. At present its staff consists of a principal and twenty supervising teachers.

ASSIGNMENT OF STUDENT TEACHING

The assignment of student teachers in the Elementary Curriculum is made by the Director of Elementary Education; of those in the Special Education Curriculum, by the Director of Special Education; and of those in Secondary Curricula by the Heads of Departments. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of Laboratory School Experiences.

AMOUNT OF TEACHING REQUIRED

For graduation the minimum requirement in student teaching is approximately 180 clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of Laboratory School Experiences, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained.

In the Special Education Curriculum, a student will teach both in a usual classroom and in a special class in the field of the student's area of specialization. A minimum of two hundred clock hours in actual clinical work is required in the areas of Speech Re-education and the Socially Maladjusted.

THE STUDENT TEACHER AND THE COMMUNITY

Many experiences in the community give students additional contacts with children. They are encouraged to work with Boy and Girl Scout groups. They observe and, when possible, assist with work in the Baby Fold, Day Nursery,

Victory Hall, and Child Guidance Clinic. Many students teach Sunday School classes at the Soldiers' and Sailors' Children's School. Each student in Elementary and Special Education participates in group meetings with parents and learns how to confer with parents.

REGULATIONS FOR STUDENT TEACHERS

A student shall have earned ninety semester hours of credit before being assigned to student teaching. A student applying for student teaching with less than ninety semester hours will be required to secure special permission in writing from the Director of Laboratory School Experiences.

A student is eligible for student teaching only when he has earned at least twice as many grade points as semester hours on work taken at Illinois State Normal University.

To be assigned to student teaching for the first time, a student must secure a statement from the University Health Service indicating that he is physically qualified to carry the responsibilities of a student teacher and as a teacher after employment.

A student will be required to be in good mental health to be admitted to student teaching and to complete his student teaching assignment.

A student on probation is not eligible to do student teaching.

One semester of residence or its equivalent is required as a prerequisite for student teaching, except in Special Education.

Since student teaching is an integral part of the sequence of work in Education, the student becomes eligible for student teaching only as the courses which precede it in sequence have been satisfactorily completed.

Before student teachers are assigned for student teaching responsibilities, they will be required to have cleared all speech usage requirements as determined by the Speech department. The student may be required to demonstrate satisfactory proficiency in other areas specified by the University.

A student will be required to have a C average in all courses in the fields in which he will do his student teaching. This applies to first and second teaching fields on the Secondary and Junior High School curricula. This standard does not apply to students in the Elementary Education curriculum and Special Education curriculum.

The same regulations concerning student teaching apply to summer student teaching as in any semester in the regular year.

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director cooperates with the Directors of Divisions in organizing and directing the work of the Bureau of Appointments. An Assistant Director and a Secretary work full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, high-school, and junior-college teachers, elementary supervisors, critic teachers, and teachers of exceptional children. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with Bachelor's or Master's degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All Illinois State Normal University graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and superintendents under whom the candidates have worked.

This year the Bureau of Appointments will not have enough registrants to meet the demand in elementary grades and some high school and special subject fields. With the increased emphasis on public education, it is reasonable to believe that a shortage of well-qualified teachers will exist for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and of all school administrators in need of teachers.

STUDENT LIFE

NORMAL AS A LOCATION

Normal is an attractive, suburban residential town with a population of about 10,000. It adjoins Bloomington, a thriving city with a population of approximately 34,000. The two communities, originally only a mile and one-half apart, have grown together and merged into one city, although they have separate municipal organizations. The facilities of two cities thus provide suitable

surroundings for Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on two railroad lines: the Gulf, Mobile and Ohio and the New York Central. Several state and federal highways which lead into the two cities make the University accessible to all parts of Illinois. Interstate bus lines also operate through Bloomington and Normal, and city bus lines serve the two communities.

Lake Bloomington to the north of Normal, the parks, and golf courses in and around Bloomington and Normal, added to the facilities of the University campus, afford opportunities for outdoor sports and recreational activities for students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by the unusual intellectual and esthetic aspects of its environment. The communities are literary and musical centers. The University contributes to these cultural elements in the civic life of the two cities.

SOCIAL LIFE AND REGULATIONS

The University calendar of social functions during the year has the objective of satisfying the social needs of each student. The various student organizations in the University offer their benefits not only to those whose abilities are already developed but to all who wish to participate.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted chiefly by students, with faculty co-operation. It is hoped that every student will participate in some of these functions. They tend to develop in the student many valuable qualities which constitute the personality of the future teacher.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged. They are held responsible for their conduct wherever they may be, on the college campus or elsewhere.

Policies governing social life in the rooming houses, the hours kept, and the callers permitted are stated in the house standards printed with the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify college officials when students do not conform to these standards.

Illinois State Normal University assumes that all of its students will accept the responsibility of maintaining the high standards of personal behavior expected of members of the teaching profession. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this teachers college, and the welfare of the teaching profession. Any student who fails to meet such requirements may be asked to withdraw immediately from the University. Irregularities such as cheating, stealing, gambling, the use of intoxicating liquor, and socially unacceptable conduct are considered violations of these standards.

STUDENT ORGANIZATIONS AND ACTIVITIES

There are many student organizations on the campus of Illinois State Normal University, the result of diversified interests of a large student body. Participation in student activities is recognized and encouraged as a valuable part of a complete teacher-education program.

Since the founding of Illinois State Normal University, the formation of social fraternities or sororities of even a local nature has not entered the student life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations. With this policy that has been established by tradition and common consent over a long period of time the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

THE STUDENT COUNCIL

The Student Council, a representative body, is made up of students elected from each of the major departments of the University and a President of the Council is elected by the student body. Its function is the discussion of plans for improving the conditions and character of student life and the making of recommendations to the administration. The Council has the responsibility for appointing student members to several student-faculty boards and for sponsoring the all-school elections.

THE UNIVERSITY CLUB

Every undergraduate man becomes a member of the University Club upon registration at the University. The Club pledges itself to promote a wholesome type of good fellowship among the men of the campus, to encourage men to come to the University, and to support athletics and other worthy enterprises of the University, especially those in which men are interested. The organization sponsors a constructive program of social events on the campus.

THE WOMEN'S LEAGUE

Every undergraduate woman student is a member of the Women's League. Through its various committees, the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything that touches the life of the women of the school is of interest to the Women's League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church and to contribute something to the University by stimulating interest in religion.

CHRISTIAN SCIENCE ORGANIZATION

The Christian Science Organization is sponsored by the Mother Church, The First Church of Christ, Scientist, in Boston, Massachusetts. As on other campuses, its purposes is to unite Christian Science students, promote individual spiritual growth, and prepare for active church participation after college. Interested students are welcomed to attend the weekly meetings which are of a purely religious nature.

LUTHERAN STUDENTS ORGANIZATION

The Lutheran Students Organization is open to all Lutheran students of the University and is designed to promote Christian fellowship among students on the campus. The local organization was formed in January, 1927.

THE NEWMAN CLUB

The Newman Club is an organization for all the Catholic students of the University. Its purpose is to deepen the spiritual and enrich the temporal lives of its members through a balanced program of religious, intellectual, and social activities.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal, the first student Y.W.C.A. in the world, was organized in 1872 by a small circle of students in Illinois State Normal University. Its first meeting on the campus was held in the White Room of the Main Building and this room is still used as the regular meeting place. From its beginning the Association has sought to help the women of the school to strengthen their ideals of religion and service.

OTHER RELIGIOUS ORGANIZATIONS

Local churches of several denominations have developed young people's activities centered around the college students of their denomination on the campus. Weekly evening meetings are held in the churches, and a program of varied activities is provided.

FUTURE TEACHERS OF AMERICA

The Future Teachers of America at Illinois State Normal University, known as the McMurry Chapter, is a national professional organization and a junior member of the National Education Association. The organization strives to train youth in professional and civic affairs and to promote and encourage the teaching profession. Members of this group are ready and eager to help in the organization of high school clubs in high schools of Illinois.

WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from co-operative recreational activities.

DEPARTMENTAL CLUBS

Art Club	Lowell Mason Club
Business Education Club	Nature Study Club
Elementary Education Club	Physical Science Club
English Club	Social Science Club
Home Economics Club	Spanish Club
Industrial Arts Club	Special Education Club
Latin Club	Women's Physical Education Club
Library Club	

HONORARY SOCIETIES

Alpha Delta—Honorary Journalistic Fraternity
 Alpha Phi Omega—Honorary Scouting Fraternity
 Alpha Tau Alpha—Professional Agricultural Fraternity
 Gamma Phi—Honorary Gymnastic Fraternity
 Gamma Theta Upsilon—Honorary Professional Geography Fraternity
 Iota Lambda Sigma—Professional Industrial Arts Fraternity
 Kappa Delta Epsilon—Professional Educational Sorority
 Kappa Delta Pi—Honor Society in Education
 Kappa Mu Epsilon—Honorary Mathematics Fraternity
 Kappa Omicron Phi—Honorary Home Economics Fraternity
 Pi Gamma Mu—Honorary Social Science Fraternity
 Pi Kappa Delta—Honorary Forensic Fraternity
 Pi Omega Pi—Honorary Business Education Fraternity
 Sigma Tau Delta—Honorary English Fraternity
 Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

Barton Hall	Men's Glee Club
Blackfriars	N Club
Concert Band	Orchesis
Dunn Hall	Senior Class
Fell Hall	Smith Hall
Freshman Class	Sophomore Class
Jesters	Symphony Orchestra
Junior Class	Treble Chorus
Maize Grange	University Choir
Men's Chorus	University Theatre
Marching Band	Women's Chorus

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, golf, and swimming. Attractive "B" Team schedules are arranged in basketball and football. The University is a member of the Interstate Intercollegiate Athletic Conference, composed of seven state-supported schools.

In addition to a very extensive intercollegiate program, a broad intramural program is being carried out each year. With excellent facilities, adequate equip-

ment, and well-trained instructors for such activities, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field. The women's athletic fields are south of these courts and include space for field hockey, soccer, softball, and speedball. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis on the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent classwork, emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which include in their membership many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

The University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament, attracting a large number of colleges from several mid-western states, is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

Students who are interested in debating as an extraclass activity, regardless of curriculum, are invited to join the debate group, composed of men and women, which meets evenings. Although previous experience in debating is unnecessary as a qualification, students who have participated in high school are urged to continue this activity in college. Students who wish to gain a good foundation for intercollegiate competition may elect Speech 125.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed of the Director of Dramatics, presidents of the dramatic organizations (Jesters and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, properties, make-up, and business. These determine the policies of the Theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body. Students may

qualify for membership in Jesters, local dramatic organization, through extraclass dramatic activity and may accumulate points which qualify them for membership in Theta Alpha Phi, national honorary dramatic fraternity.

RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, operating as a channel of the American Broadcasting Company, students may take part in this increasingly important activity. Campus studios are located in Cook Hall. Musical programs, debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this fact, endeavors to conduct a varied program of music organizations. The purpose of these organizations is to provide an enriched musical background, to promote growth, and to prepare students to teach similar groups.

The organizations are Cadet Band, Concert Band, Marching Band, Male Chorus, Men's Glee Club, Treble Chorus, University Choir, University Symphony Orchestra, University Women's Chorus, and Varsity Pep Band. In addition, there are a number of small vocal and instrumental ensembles.

Membership is open to all University students who can qualify.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the Orchestra and Bands, and serve as laboratory hours for music courses numbered 114, 121, 125, 134, 223, 232.

ENTERTAINMENTS, CONCERTS AND LECTURES

The University feels a distinct responsibility in providing experiences which will add to the cultural growth of its students. The Entertainments, Concerts and Lectures Board is designed to enhance this area of student life. An equal number of faculty and student members constitute the board which brings to the campus each year the finest musicians, actors, dancers, lecturers, and foreign motion pictures. The money to finance these events is secured from the student activity fee paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index* and is published by a student staff.

The *Vidette* is a weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life.

Both student publications have received national recognition for high quality and are an excellent laboratory for the classes in journalism. There are ample quarters for these publications, as well as for the journalism work. The

editor and business manager are chosen by the Student Publications Committee, and the editor and faculty sponsor appoint a staff of assisting editors.

Campus Cues is a handbook of useful information, published annually for the benefit of the Freshman Class by the Women's League and the University Club.

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This magazine of thirty-two pages goes to members of this alumni organization four times a year.

The *Illinois State Normal University News Letter* is a six-page folder distributed free of cost to all graduates of the University three times a year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The *Illinois State Normal University Bulletin*, published six times each year, is the general publication of the University. Three issues are the general catalog, the summer session bulletin, and the graduate bulletin. The other three issues are used, as occasion demands, for bulletins covering extension service, pictorial presentation, and special activities of the University.

Teacher Education is published four times each year as a field service journal of the University and is made available to administrators, teachers, and others interested in the various levels of education.

PERSONNEL SERVICES

Illinois State Normal University offers to all students many personnel services designed to assist them in making early and satisfactory adjustments to college life. Personnel services as defined on this campus consist of all those activities and agencies which exist for the purpose of helping people make the desired adjustments to their immediate and future needs. Among the personnel services at Illinois State Normal University are those performed by the Office of Admissions, student Deans, the testing program, the housing service, the health service, financial aid consisting of part-time employment and student loans, intramural sports and play night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement. As a service to University students who enter with some deficiencies in reading or speech, non-credit work is provided.

In order to help new students make early and satisfactory adjustments, approximately fifty members of the faculty serve as counselors to advise with Freshmen in connection with educational programs and social life. Each counselor has only a small group of students to work with and, as a result, is able to give personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and student is made at the very beginning of Orientation Week. From that time forward, students are advised to confer with their counselors as needs arise.

Student women from the upper classes under the supervision of the Women's League advise Freshman women as campus sisters.

UNIVERSITY HEALTH SERVICE

The University Health Service is maintained by, and is an integral part of, Illinois State Normal University. It is concerned directly with promoting good physical and mental health among University students. Good health is essential for success as a student or teacher. Some knowledge of health principles is also an essential part of a teacher's equipment.

The Health Service is located in the east wing of the Special Education Building, with its entrance on University Street. In addition to space for offices and laboratories, an Infirmary of twenty-four beds is available for the care of acute illnesses, and for the isolation of students with communicable diseases. At the discretion of the University physician some cases, such as those requiring major surgery, will be admitted or transferred to local hospitals.

All students are required to take a physical examination at the time of entrance to the University. Examinations, including a required X-ray of the chest, are given by or under the auspices of the University Health Service. These examinations are used as a basis for determining the amount of physical activity a student may engage in while at the University.

Effective the second semester of 1955-1956 and thereafter, the required physical examination for a new student will be given by the student's own physician (a licensed M.D.) during the 60 days preceding registration. Forms will be furnished by the University. A new student, who has been in military service, may use a certified copy of his discharge physical examination if it was completed within six months of registration. In any case, chest x-rays and audiometer (hearing tests) will be made by the University as a part of the registration procedure.

In addition to services which are educational or preventive in nature, the University physician is available for consultation during office hours regarding any health problems a student may have. Treatment will be offered for any acute illnesses which, in the judgment of the University physician, do not require the services of a specialist. Whenever it is indicated, students will be referred to competent specialists.

Based on very limited funds set aside from student activity fees the Health Service provides some financial aid for hospitalization. Students having hospitalization insurance and other medical care coverage are advised to maintain and use it, since the Health Service Fund aid is less inclusive. The following regulations govern the Health Service and the Health Service Fund:

1. Participation is available only to students who have paid their student activity fees.

2. Regular office hours are maintained by the University physician from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday. Saturday hours are 8:00 a.m. to 10:00 a.m. A registered nurse is on duty at all hours day and night while school is in session. No charge is made for this service. Medicines except for simple drugs and routine immunization must be provided by the student.

3. For hospitalization in local hospitals when approved by the Director of the University Health Service the following amounts only will be paid:

a. Five dollars per day for a total of not more than seven days in any one semester. Time is proportionate for summer session and in neither instance is cumulative.

b. Costs of medicines, dressings, laboratory tests, X-ray fees, special nurses, operating or emergency room fees, anaesthetic fees, casts, if in excess of the above, and all other hospitalization costs including ambulance and taxi fares, are paid by the student.

4. In certain instances, when a student is referred to an outside physician for consultation, the fund will pay up to \$5.00 for one hospital visit or office call. All surgeon's and physician's fees in excess of the above are the financial responsibility of the student. The University Health Service will not be responsible for private physicians' fees unless the visit has been previously authorized; except that, if, in a real emergency, a private physician is called because the University physician is not available, the University physician may at his own discretion subsequently authorize the payment of \$5.00 towards such emergency care.

5. House or room calls.

It is believed that with rare exceptions student illnesses are best diagnosed and treated in the dispensary and infirmary maintained by the University for that purpose. The rapid spread of upper respiratory infections is unavoidable under dormitory conditions if students are permitted to remain in their rooms at their own discretion when ill. The various house mothers have neither the training nor the time to provide bedside nursing services. Students are therefore expected to report to the Health Service when ill, and if bed rest is indicated, it will be provided in the Infirmary. There will therefore be almost no cases in which a house call is necessary, and it is not the policy of the University for the University physician to make them, or to pay for house calls by private physicians. In the rare instances when a house call may be desirable, the student may be subject to a service charge. The Infirmary is open at all times when the University is in sessions. Students who become ill outside of clinic hours are expected to report to the nurse on duty in the Infirmary. The University physician will then be contacted by the nurse for instructions, or for a consultation if indicated.

6. No University student is eligible for services outlined at the expense of the fund, or for X-rays, laboratory work or electrocardiograms unless he presents from the Director of the Health Service an authorization designating and approving the type of service to be rendered, and then only to the amount specified. Costs over the authorized amounts are paid by the student.

7. Notification of parents about illness.

Since many of the Infirmary patients will have only minor illnesses of short duration no attempt can be made to notify all parents on each admission. Parents may rest assured, however, that they will be contacted whenever there is serious or prolonged illness on the part of a minor student.



Milner Library

Special Education Building





Barton Hall — Residence for Women
Dunn Hall — Residence for Men

Fell Hall — Residence for Women





Room in Dunn Hall

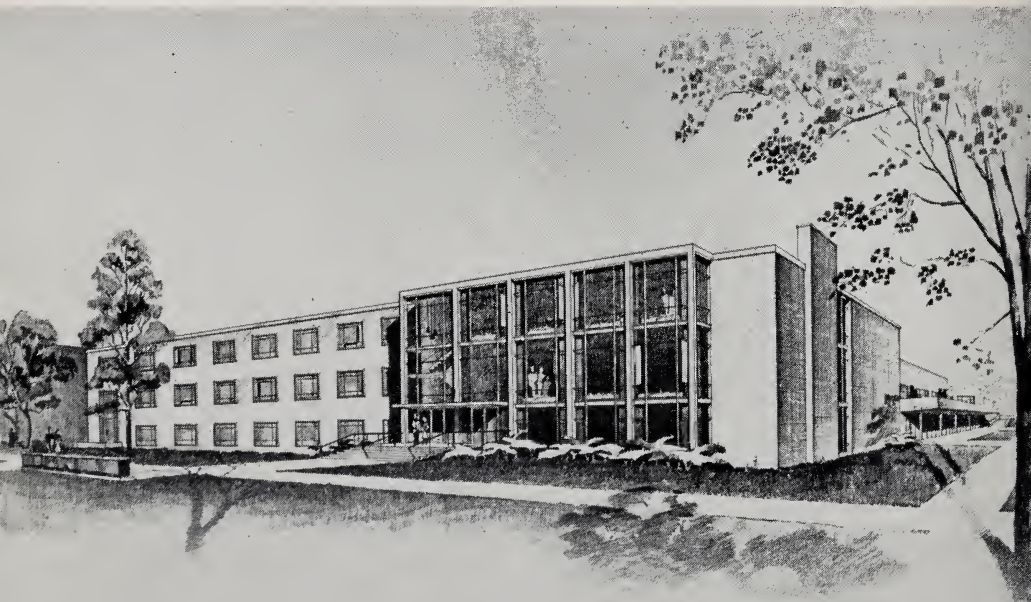
Room in Fell Hall





Felmley Hall of Science

Student Union Building
Construction Scheduled to Begin Spring, 1955



8. Chronic conditions or ailments developed prior to the student's connection with Illinois State Normal University will not be approved for hospitalization or given care at the expense of the Fund of the University Health Service.

9. Reporting illness.

Students are expected to report promptly to the Health Service all illness of sufficient severity for them to have to miss classes. A list of such illnesses is sent to the offices of the Dean of Men and Dean of Women daily, but does not constitute an "excuse" for the work missed. The work will have to be made up. When students are under the care of the Health Service physician, and miss classroom work because of doctor's orders, this information also is sent to the Deans of Men and Women daily, but this notification carries added weight. If any great amount of time is missed this report of the Health Service will insure the student co-operation on the part of his teachers in making up the work, and prevent undue hardships on his part.

The foregoing regulations apply only during the regular school year or summer session for which fees have been paid. Service is not available during vacation periods as indicated in the University Calendar or as may be proclaimed by the President excepting to the limits of hospitalization allowed, and provided such hospitalization commenced prior to the vacation period or end of the semester or summer session. These regulations represent a working arrangement, and may be subject to revision from time to time at the discretion of the Director of the University Health Service, as conditions may warrant.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

Illinois State Normal University, founded in 1857, was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington, later called Normal, made it conveniently accessible from all parts of Illinois. Its site of sixty-four acres of beautiful campus and an experimental farm of ninety-seven acres were donated by citizens of Bloomington and McLean County. Until the first building, now known as Old Main, was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion, and is now the oldest in use for state teacher-education purposes.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at Illinois State Normal University. This curriculum was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high-school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law, the two-year curricula were discontinued, beginning with the school year of 1942-43. Four-year curricula for all phases of public school work from the kindergarten through the high school are now available.

In 1907, the legislature of Illinois authorized Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908. By action of the Teachers College Board on July 12, 1943, this degree was changed to Bachelor of Science in Education.

On July 12, 1943, the Teachers College Board, governing all five of the state teachers colleges in Illinois, authorized the offering of a fifth or graduate year of work leading to the degree of Master of Science in Education. Graduate work is offered in fifteen departments throughout the year, including summer sessions.

RECOGNITION BY ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education.

CENTENNIAL CELEBRATION IN 1957

During the calendar year 1957 Illinois State Normal University will celebrate the one hundredth year of its founding. The Centennial and Steering Committees are planning a program of activities for the Centennial year.

BUILDINGS, CAMPUS, AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

Illinois State Normal University is fortunate in possessing a beautiful campus. Most of the trees were planted soon after the University was established and are at least ninety years old. The University is indebted to the vision of Jesse W. Fell, a local resident, for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he secured a landscape gardener from Philadelphia, who arranged for the planting with an eye to the future. Such vision was remarkable in those days.

* OLD MAIN

For ninety-five years Old Main has been one of the landmarks of Central Illinois. This building has of necessity undergone some structural changes involving the removal of the tower, roof, and third story and leaving available for use only the basement, first, and second floors. Until some decision is reached as to replacement or reconstruction, it will continue to house the student lounge, the textbook library, and some classrooms, which are used chiefly for work in education, mathematics, music and social science.

NORTH HALL

North Hall, originally built in 1892 as a training school and, from 1914 to 1940, used as the University Library, is the second oldest building on the campus. Since the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography. The offices of the *Vidette*, the University newspaper, and the *Index*, the University yearbook, are located in this building.

COOK HALL

This gray stone building, often called Old Castle, was built in 1895. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the students of the training schools. The second and third floors accommodate the work of the Division of Business Education. In the tower, the campus studio for radio station WJBC is to be found. From here, several programs are broadcast each day by students and faculty. On the ground or basement level is a large room with unusual acoustics for rehearsal and other activities of instrumental music groups. Five soundproof practice rooms adjoining this rehearsal hall are available for individuals or small groups.

INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

* Buildings are listed and described in the order of their construction, except for residence halls and buildings on the University Farm.

The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Arts Education. Two rooms are used for applied design and pottery work of the Division of Art Education. The second floor houses rooms for home economics and fine arts. The auditorium, also located on the second floor and seating about one thousand people, is called Capen Auditorium in honor of a former member of the State Teachers College Board. An excellent pipe organ is part of the equipment of the auditorium. On the third floor are found a classroom and a clothing and costume design laboratory for courses in the Division of Home Economics Education, a drafting room, and several rooms now used for classwork in psychology and education.

METCALF BUILDING

Erected in 1912, the campus laboratory school building is a three-story brick structure of modern design. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and part of the University High School. It is located just east of the Main Building, with which it is directly connected.

Serving as a laboratory for student teachers, this structure houses classrooms, art and home economics laboratories, elementary-school and high-school libraries, physical education facilities, and numerous offices.

MECHANICS ARTS BUILDING AND CENTRAL HEATING PLANT

Work in machine-shop practice, sheet metal, and kindred activities is carried on in one unit of this building, which was erected in 1916.

The central heating plant of the University, supplying heat and hot water for the campus buildings, is housed in this modern brick structure.

McCORMICK GYMNASIUM

McCormick Gymnasium was erected in 1925 and is a thoroughly modern two-story brick structure. It is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building, and the men occupy the south half. The main floor contains the offices, shower and dressing rooms for the instructors, and store rooms. Adjacent to the locker rooms on the women's side is a club room for the Women's Recreation Association and a large recreation room accommodating twenty tables for table tennis.

On the second floor are the men's and women's gymnasiums, two large classrooms, a dance studio, and offices. The seating capacity of the men's gymnasium for athletic events is approximately 1600. When used as an auditorium for concerts, it may seat as many as 2300. Since there is no swimming pool on the campus, students are transported by University motor coaches to off-campus swimming facilities.

FELMLEY HALL OF SCIENCE

The Felmley Hall of Science, dedicated October 10, 1930, is a four-story brick building located east of North Hall and north of the Metcalf Building. This building is used wholly for science and gives the University exceptional

facilities for the preparation of elementary and high-school teachers of science. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, elementary science, and physics. On the second floor are located the classrooms and offices of the Department of Biological Science. The chemistry classrooms occupy the third floor of the building. Facilities for work in anatomy are located on the fourth floor.

UNIVERSITY GREENHOUSE

The University Greenhouse, facing University Street and located west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for offices and libraries and for decorating purposes at various campus functions on numerous occasions.

The Greenhouse is available for limited work in connection with the science departments of the University, especially for the Departments of Biological Science and Agriculture.

HOME MANAGEMENT HOUSES

The Rambo Home Management Houses, combined in one structure, are located on the campus directly west of Fell Hall, facing University Street. The houses were occupied for the first time during the school year 1939-40. Of Georgian architecture, the building consists of two complete seven-room houses, one furnished in the traditional manner and the other in modern. There is also a two-room apartment for the Director. The two houses are accessible to each other through the Director's apartment on the second floor and through the recreation rooms in the basement. Each house will accommodate six residents. Here Senior students in Home Economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" established by the Federal Board for Vocational Home Economics.

MILNER LIBRARY

Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story and basement brick building, Georgian in design, planned and equipped to provide for and facilitate the most efficient use of library materials. Four stack levels contain 176,011 volumes.

On the first floor, on either side of the main entrance, are the reserve reading rooms. On the first floor also are the publishers' exhibit room and a sound-proof typewriting room where students may copy materials.

The circulation department and the main reading room are on the second floor. Here, too, are the browsing room and the Carnegie room. The main reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1930. Opening off this room on the north is the browsing room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks. The Carnegie room

contains collections of music and art books, which are available for class use. Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, over one thousand records, scores, and books about music and musicians.

The basement is devoted principally to the museums—four large exhibit rooms on the west side of the building, and a specially constructed art gallery. The library classroom is also on this floor. Here students are instructed in the use of the library and here the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. The micro-photography room is also located on this floor.

EMERGENCY CLASSROOM BUILDINGS

With the cooperation of the federal government, through the Federal Works Agency, nine buildings of a somewhat temporary nature have been constructed on the campus to house additional classes in the Departments of Music, Industrial Arts, Health and Physical Education, and other departments of the University.

SPECIAL EDUCATION BUILDING

The Special Education Building, completed in 1951, is dedicated to the preparation of teachers of exceptional children. It houses a multiple type program for college students, including one of the University's student teaching centers, the Special Education School. Special services housed in the building are the Reading Laboratory, Speech Re-education Clinic, Hearing Laboratory and the Psychological Counseling Center. Five classrooms and three workrooms, used exclusively by college students, are convenient to these special services. In addition, space in the building provided for music, arts and crafts, home arts, and physical therapy is used for college classes related to those fields.

As a state center of special education, the building provides facilities for various group meetings and conferences on problems related to the education of exceptional children.

Visitors to the campus, regardless of whether they are working with exceptional children, are welcome for purposes of general observation.

ADMINISTRATION BUILDING

The Administration Building is designed to provide facilities for the personnel of the University whose duties are concerned with administering policies established by the University. These personnel include the president, the administrative assistant to the president, the dean of the University, the dean of women and the dean of men, the business office, duplicating services, bureau of appointments, University field services, director of admissions, registrar, recorder, alumni-publicity office, audio-visual education, and the director of housing. By providing such personnel services in one building, greater efficiency is realized because of the many conferences that are necessary among those administering the policies of the University.

The building is completely fireproof, air conditioned, and designed so as to eliminate the kind of traffic congestion which is often encountered in buildings where much inter-office communication is necessary. The third floor of the Administration Building contains a social room, a men's faculty room, a women's faculty room, and an office staff lounge.

FELL HALL

Fell Hall, a campus residence for Freshman women students, located between Cook Hall and McCormick Gymnasium, faces east and overlooks the broad expanse of the south campus. Surrounded by beautiful trees, this Hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over to rooming facilities. The main floor has the dining room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall and for the Director of Food Services. The rooms for the residents are large, well lighted, and comfortable as to heat and ventilation. There are accommodations for approximately two hundred fifty women.

The University cafeteria is located on the ground floor. The Cage, a popular meeting place for students, where light lunches are served, is also located on the ground floor.

SMITH HALL

Smith Hall is located on University Street directly across from McCormick Athletic Field. It occupies almost an entire city block, which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for fifty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, a library, and a large dining room overlooking the garden. On the second floor are numerous study rooms, which form the center of the home life of the residents. On the third floor is a large, completely-finished and air-conditioned dormitory. The Hall has been recently redecorated and entirely reconditioned with new wiring, electric fixtures, and plumbing.

DUNN AND BARTON RESIDENCE HALLS

Dunn and Barton Residence Halls were occupied for the first time during the year 1951-52. The construction of these two residence halls was financed by a bonding company and because the revenue from these halls must liquidate the bonded indebtedness, these two dormitories have been classified as self-liquidating residence halls. The construction of these halls initiated a new venture by the Teachers College Board because previously all construction on the campus was financed by a State appropriation.

Barton Hall for Women is located directly south of the Special Education Building and Dunn Hall for Men is directly south of the women's residence hall. Both of the halls face University Avenue and are to the west of Fell Hall and McCormick Gymnasium. Each of the residence halls provides housing facilities for 156 students, furnished with recreation rooms and a dining room. Between the two residence halls, there is an adjoining kitchen which will serve the women's dining room in Barton Hall and the men's dining room in Dunn Hall. These two new dormitories provide excellent facilities for both study and the kind of dormitory living that is conducive to both a good fellowship and preparation to become an effective teacher.

CARDINAL COURT

Dormitories and apartments for single and married veterans, adjacent to the campus, are located on the south portion of the University Farm. This group

of twenty-seven buildings provides accommodations for ninety-six single veterans and eighty-five married veterans and their families.

THE UNIVERSITY FARM

The demonstration farm of Illinois State Normal University, which is under the direction of the Division of Agriculture Education, adjoins the campus and consists of 192 acres of choice land for the various cultivated crops and pastures adapted to the corn belt region. This farm has been owned by Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory, on which may be demonstrated approved farming methods for the benefit of students taking courses in agriculture.

The farm with twelve buildings, six of them newly constructed, is well equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large number of pure-bred horses, beef and dairy cattle, sheep, and swine are available for various uses, including stock judging. Considerable attention is given to the raising of various types of poultry.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as training facilities for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track. In the northeast corner of the field is the varsity baseball diamond, recently completed in such manner as to bring forth comments from those in position to know that it is the equivalent of many big league infields.

The rest of the field is used as a practice field for football and other sports, as well as a means of caring for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all-weather courts, have recently been completed. A new archery range is also provided. The women's athletic fields include space for field hockey, soccer, softball, and speedball.

PUBLIC LIBRARIES

Students of Illinois State Normal University have access to the Normal Public Library and the Withers Public Library of Bloomington by compliance with established regulations. These generous regulations will be provided for those interested upon inquiry at Milner Library.

UNIVERSITY FIELD SERVICES

Since Illinois State Normal University is state-supported and committed to the improvement of public education within the state, it is obligated to provide facilities and the services of staff members to meet various off-campus professional

needs of schools and their communities. Many of the existing services at Illinois State Normal University are organized and directed through various offices independent of one another and by separate personnel best qualified for specialized services. Summaries of these offices and services and specific directions for securing assistance from them are described in an Illinois State Normal University Bulletin entitled "Field Services." This manual as well as information concerning off-campus services may be secured by writing to the Director of University Field Services.

EXTENSION COURSES

Illinois State Normal University is concerned not only with the pre-service training of students on campus but with the in-service training of teachers already actively engaged in the teaching profession. The extension program is one means of meeting this obligation. Extension classes, workshops, and clinics are designed to help administrators and teachers to grow professionally and to improve the services that they can render to children under their supervision, to the schools they represent, and to the communities where they are working. The University has not been able to expand its teaching facilities to meet all of the heavy demands for extension offerings. However, all requests for classes and centers will be given careful consideration. Centers in which enrollment and the facilities provided by local schools are adequate will be in a favorable position to secure extension classes. An effort is made to determine the needs in a school system or in an extension center before a course is assigned. County Superintendents, other school administrators, and groups of teachers are in a favorable position to survey their own needs and, on the basis of their findings, to request specific course offerings.

Both graduate and undergraduate offerings are available. All courses give regular university credit and are listed in this Catalog and the Graduate School Bulletin. With few exceptions, courses give the same amount of credit by extension as is given for the courses when they are taught on campus. Most classes will require sixteen sessions. The length of each session may vary with the amount of credit. The registration fee is \$5.00 per semester hour of credit. It is the policy to draw from the regular faculty members on the campus the instructors for extension courses. An attempt is made to choose the best qualified individuals from the standpoint of the course taught and on the basis of their teaching experience and familiarity with the educational problems of Illinois public schools.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

Illinois State Normal University offers a number of courses on the University campus during the late afternoons and evenings, and on Saturdays during the regular school year. These courses may be used to apply toward the Bachelor's or Master's degree.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks, a three-week session, a number of one-week clinics, and three-week workshops. Though students of the regular year attend these sessions in constantly growing

numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may plan to take the same type of work as that secured during the regular year.

Student teaching facilities are available for those who qualify for such work.

The number of hours which may be earned by undergraduate students in the regular summer session is nine semester hours of credit, the equivalent of the credit for one-half of one semester. Graduate students are limited to eight semester hours.

The *Summer Session Bulletin* issued each year may be secured by writing to the Director of the Summer Session. This *Bulletin* contains detailed description of all courses, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

GRADUATE SCHOOL

A complete bulletin of information on the Graduate School is available and may be obtained by writing to the Director of Admissions. This bulletin contains information on admission procedure, fees, assistantships and scholarships, curricula, courses, and graduation requirements in the Graduate School.

Work in the Graduate School is available during the regular school year and during the summer sessions.

The Master of Science in Education degree is granted upon the successful completion of requirements for one of the graduate curricula.

Graduate courses are numbered in the 300's and 400's, and these may be applied toward requirements of the Master's degree. This Undergraduate Catalog contains courses numbered in the 300's, since they may be taken by seniors in good standing and applied toward the Bachelor of Science in Education degree.

ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and thirty ISNU Clubs, former students maintain contacts with one another and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. The office serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the publicity office, goes to all graduates three times a year.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The Association plans Founders' Day, class reunions and the annual alumni luncheon. An outstanding Junior, selected by a student-faculty-alumni committee, receives each year an award from the Association to cover fees for his last year in college. Other alumni awards are available for entering freshmen and outstanding upperclassmen.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and to keep alumni in touch with one another and the school. There are ISNU Clubs at St. Petersburg, Florida, and Cleveland, Ohio. The counties in which clubs have been organized include those of Boone, Bureau, Champaign, Christian, Cook, DeWitt, DuPage,

Ford, Grundy, Henry, Iroquois, Kane, Kendall, Kankakee, Knox, Lake, LaSalle, Lee, Livingston, Logan, Macon, Macoupin, Madison, McLean, Mason, Menard, Mercer, Monroe, Montgomery, Peoria, Piatt, St. Clair, Sangamon, Stark, Tazewell, Vermilion, Warren, Whiteside, Will, and Winnebago.

UNIVERSITY FOUNDATION

The Illinois State Normal University Foundation is a non-profit corporation, organized under the laws of the state of Illinois. Its purposes are wholly charitable and educational. The objectives of the Foundation are to assist in developing and increasing the facilities of Illinois State Normal University in order that they may make possible broader educational opportunities for students, alumni, and citizens of Illinois, and to render service by encouraging gifts of money, property, works of art, historical papers and documents, museum specimens, and other material having educational, artistic, or historical value.

The Foundation receives, holds, and administers such gifts with the primary object of serving purposes other than those for which the state of Illinois ordinarily makes sufficient appropriations. It acts without profit as trustee of educational or charitable trust, and administers gifts, grants, or loans of money or property, real or personal.

Other details of the purposes and operation of the Foundation are available through the Constitution and By-Laws, copies of which may be obtained from the President of the University.

ORGANIZATION AND CURRICULA OF THE UNIVERSITY

DIVISIONS OF THE UNIVERSITY

Illinois State Normal University is organized into eleven divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the eleven divisions, one or more differentiated programs of work leading to a degree are offered. When a student satisfactorily completes four years of work in a given curriculum, he is awarded the Bachelor of Science in Education degree.

The following are the Divisions.

- Division of Elementary Education (See curricular requirements on pages 80 and 81)
 - Kindergarten-Primary
 - Intermediate
 - Upper Grade
- Division of Special Education (See curricular requirements on pages 82 to 85)
 - Deaf and Hard of Hearing
 - Mentally Retarded
 - Visually Impaired
 - Physically Handicapped
 - Maladjusted
 - Speech Re-education
- Division of Secondary Education
 - Field of Biological Science (Botany, Zoology)
 - Field of English (including Journalism)
 - Field of French
 - Field of Geography (including Geology)
 - Field of German
 - Field of Latin
 - Field of Library (Second Teaching Field only)
 - Field of Mathematics
 - Field of Physical Science (Physics, Chemistry)
 - Field of Psychology (Second Teaching Field only)
 - Field of Social Science (Economics, History, Political Science, Sociology)
 - Field of Spanish
- Division of Agriculture Education
- Division of Art Education
- Division of Business Education
- Division of Health and Physical Education
 - Field for Men
 - Field for Women
- Division of Home Economics Education
- Division of Industrial Arts Education
- Division of Music Education
- Division of Speech Education

(See curricular requirements on page 79 and teaching field requirements which precede descriptions of courses in the different fields.)

THE CURRICULA

The outlines of curricula are found on pages 79 to 85 inclusive.

In basic curricula for all divisions the related subject-matter groups of these curricula fall into three areas, as follows:

I. GENERAL EDUCATION

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 15 hours.

1. Contemporary Civilization, 6 hours.
2. History of Civilization and Culture, 6 hours.*
3. American History, 3 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

GROUP F. RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities, 4 hours.
2. Personal Hygiene, 3 hours.
3. Physical Education Theory, 2 hours in the Elementary and Special Education Curricula.

II. PROFESSIONAL EDUCATION

	<i>Elementary</i>	<i>Special Education</i>	<i>Secondary</i>
Freshman year	Educ. 101 and 102, 4 hours	Educ. 101 and 102, 4 hours	Educ. 101 and 102, 4 hours
Sophomore year	Educ. 108, 3 hours	Educ. 108, 3 hours	Psych. 115, 3 hours
Junior year	Educ. 107, 3 hours, 232, 233, or 234, 3 hours, and elective, 2 hours	Educ. 107, 3 hours, 265, 2 hours, Psych. 229, 3 hours, and 234, 3 hours	Educ. 220, 3 hours, and elective, 3 hours
Senior year	Educ. 203, 3 hours, 236, 3 hours, and 210, 8 hours	Educ. 203, 3 hours, 236, 3 hours, and 210 and 215, 8 hours, and Psych. 227, 2 hours	Educ. 203, 3 hours, 204, 2 hours, and 210, 10 hours

III. TEACHING-FIELD PREPARATION

SUBJECT MATTER OF THE TEACHING FIELDS

The specific requirements of the various teaching fields in the Secondary Curricula will be found preceding the description of courses in the respective fields. For the Elementary and Special Education Curricula, information concerning electives will be found on pages 81, 83 and 84.

* In the Elementary and Special Education Curricula, a minimum of three semester hours is required.

SELECTION OF A CURRICULUM

Students make a tentative choice of curriculum at entrance or during the Freshman year, based on aptitudes and desires and on advice and guidance offered during Freshman Week by Directors of Divisions and other faculty members. In the Secondary Curricula students are required to complete a first and a second teaching field, except in vocational Agriculture, Art, Business Education, Health and Physical Education for Women, Home Economics, Industrial Arts, Music and Social Science where certain variations are approved as listed in the departmental requirements. The choice of the first teaching field determines the curriculum in which a student is registered.

The Elementary Curriculum is strongly recommended for all students who wish to prepare to teach in the kindergarten and grades one through eight. There is now and will continue to be for sometime to come a shortage of elementary teachers. This fact indicates a probability that placement and salaries in elementary work will be very satisfactory. Electives in the Elementary Curriculum are selected for the two-fold purpose of building teaching strength and background in a field of special interest and enriching the student's general background.

Junior high school curricula are now being organized to prepare teachers for the area, specifically grades six through nine.

The Illinois Plan for the education of exceptional children has created the need for many more qualified teachers than are available. To meet this need, a curriculum for the preparation of teachers in Special Education is available. The areas of major emphasis are: Deaf and Hard of Hearing, Maladjusted, Mentally Retarded, Partially Sighted, Physically Handicapped, and Speech Re-education. Placement and salaries for these teachers will be attractive for many years to come.

TRANSITION FROM TWO-YEAR TO FOUR-YEAR CURRICULA

Programs have been outlined for junior and senior years, leading to the Bachelor of Science in Education degree, for those students who graduated from the former two-year curricula.

Provisions have been made so that all courses and credits completed under the two-year curricula will be used toward the degree. Further, provision has been made for a large number of electives and only a few required courses so the student might pursue work in which he is interested.

Information on these programs may be obtained from the Office of the Registrar.

CURRICULUM FOR TEACHERS IN SECONDARY EDUCATION

Leading to the Degree of B.S. in Ed., the Limited State High-School Certificate, and the Limited State Special Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111....	3	Contemporary Civilization 112....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Educa- tion 101.....	2	Intro. to American Public Educa- tion 102.....	2
First or Second Field Crs.....	3-4	First or Second Field Crs.....	3-4
Recreational Activities.....	1	Recreational Activities.....	1
	<hr/> 16-17		<hr/> 16-17

SOPHOMORE YEAR

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Educational Psychology 115.....	3
Fundamentals of Speech 110.....	3	Hygiene 105.....	3
Art Appreciation 107.....	1	Music Appreciation 107.....	1
First or Second Field Crs.....	6	First or Second Field Crs.....	6
Recreational Activities.....	1	Recreational Activities.....	1
	<hr/> 17		<hr/> 17

JUNIOR YEAR

United States History Elective....	3	Secondary Education 220.....	3
First or Second Field Crs.....	13	Education or Psychology Electives.....	3-7
	<hr/> 16	First or Second Field Crs.....	6-10
			<hr/> 16

SENIOR YEAR

Student Teaching Including Special Methods 210.....	5	Student Teaching Including Special Methods 210.....	5
Philosophy of Education 203.....	3	School and Community Relations 204.....	2
First or Second Field Crs.....	6-7	First or Second Field Crs.....	7-8
	<hr/> 14-15		<hr/> 14-15

Courses which are not full year courses may be taken in either semester, if offered, regardless of the suggested listing above.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology, and student teaching combined (exclusive of General Psychology) may not exceed thirty-two semester hours.

The first and second teaching-field requirements are shown at the beginning of each department under Courses of Instruction. To select electives in addition to specific requirements, the student should consult the Head of his Department.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours,

OUTLINES OF THE CURRICULA

CURRICULUM FOR TEACHERS IN ELEMENTARY EDUCATION

Leading to the Degree of B.S. in Ed. and the Limited State Elementary Certificate or the Limited State Kindergarten-Primary Certificate

FRESHMAN YEAR

FIRST SEMESTER		Sem. Hrs.	SECOND SEMESTER		Sem. Hrs.
English 110 or 111.....	3		English 111 or 112.....	3	
*Contemporary Civilization 111..	3		*Contemporary Civilization 112..	3	
Natural Science Survey 109.....	4		Natural Science Survey 110.....	4	
Intro. to American Public Education 101	2		Intro. to American Public Education 102	2	
Arithmetic in Modern Life 101...	3		Geography of the Peoples of the World 103	3	
Recreational Activities	1		Recreational Activities	1	
		16			16

SOPHOMORE YEAR

SOME MORE LEARN			
General Psychology 111.....	3	Child Growth and Development	
Fundamentals of Speech 110.....	3	108	3
Music 111 or 112.....	2	Hygiene 105	3
*History of Civilization 113 or		Geography of the United States 114	3
114	3	Folk Literature for Children 102.	3
Art Activities for Elementary		Art Activities for Elementary	
Schools 101	2	Schools 102	3
Art Appreciation 107.....	1		
Music Appreciation 107.....	1	Recreational Activities	1
Recreational Activities	1		
	<hr/>		<hr/>
	16		16

JUNIOR YEAR

Reading Methods 107.....	3	Education 232, 233, or 234.....	3
American Life and Institutions 217	3	Foundations in Arithmetic 201....	2
Modern Literature for Children 202	3	American Life and Institutions 218	3
Natural Science 219.....	3	World Literature 254.....	3
School Health 238.....	2	Natural Science 220.....	2
Education elective	2	Physical Education for Elementary Schools 231 or 232.....	2
		Elective	2
			17

SENIOR YEAR

Student Teaching 210.....	8	Philosophy of Education 203.....	3
Classroom Problems 236.....	3	Speech Re-education 212.....	3
Electives	4	Music Education 239 or 240.....	3
		Electives	7
			16

Courses which are not full year courses may be taken in either semester if offered, regardless of the suggested listing above.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology and student teaching combined (exclusive of General Psychology 111) may not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours. Suggestions concerning electives will be found on page 81.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

ELECTIVES FOR TEACHERS IN ELEMENTARY EDUCATION

The following electives are in three groups: A—electives especially important and required, if starred; B—electives listed in the order of importance in the different subject areas for those who wish to use their additional general elective hours to build background in several different fields; C—elective sequences listed in order of importance for those who wish to specialize in one subject field after meeting the requirement in group A.

ELECTIVE GROUP A

<i>Subject Field</i>	<i>Kindergarten-Primary</i>	<i>Intermediate</i>	<i>Upper Grades</i>
English		275	*275
Geography	219, 212	215, 212, 224	212, 214, 217, 224, 225, 226, 220
Mathematics		202	*202, 105, 111
Music	*122 or 123, 131	122 or 123	
Speech	242	123, 232, 242	123, 232

ELECTIVE GROUP B

IN ORDER OF SELECTION

Agriculture	201
Biological Science	240, 211, 250
Education	202, 205, 206, 208, 261, 162
English	122, 131
Foreign Language—	
French	111, 112, 115, 116, 211, 212
German	111, 112, 115, 116, 211, 212
Latin	107, 108, 111, 112, 113, 114, 211, 212
Spanish	111, 112, 115, 116, 211, 212
Geography	212, 214, 216, 219, 111, 211 or 215 or 217 or 220
Home Economics	231, 233, 132
Industrial Arts	127, 269
Library	216, 212, 252, 253
Music	151, 150, 126, 127, 226, 227, 245, 244, 215, 208, 102, 103, 104, 201
Psychology	234, 212, 229
Social Science	261, 262, 121, 253, 263
Speech	123, 232, 280, 217, 242

ELECTIVE GROUP C

Art	113, 116 or 127, 201, 202
Biological Science (Health Education)	145, 211, 240, Home Economics 106
English	112, 121 or 122, 131 or 132, 165, 203, 214, 219, 233, 244, 252, 253
Geography	225, 226 or 220, 215, 217, 212, 224, 111, 219, 216
Health and Physical Education	151, 152, 155, 156, 173, 180
Industrial Arts	111, 121, 127, Art 113, Art 124, Art 127
Library	216, 212, 252, 253
Mathematics	202, 106, 107 or 109, 111, 112
Music	See second teaching field in Elementary School Vocal and Instrumental.
Speech	123, 232, 217, 280, 242

* Required courses.

CURRICULUM FOR TEACHERS IN SPECIAL EDUCATION

(Exclusive of Speech Re-education)

Leading to the Degree of B.S. in Ed..

the Limited State Certificate for Teachers of Exceptional Children,
and the Limited State Elementary Certificate

The curriculum below shows courses common to the following five areas in special education: (1) Deaf and Hard of Hearing; (2) Maladjusted; (3) Mentally Retarded; (4) Physically Handicapped; (5) and Visually Impaired. Wherever "area courses" is indicated below, reference should be made to the specific courses outlined for each area on the following two pages.

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Educa- tion 101	2	Intro. to American Public Educa- tion 102	2
Mathematics Elective	3	Recreational Activities	1
Recreational Activities	1	Area Courses	3
	16		16

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108	3
Functional Anatomy 145.....	3	Hygiene 105	3
Art Activities for Elementary Schools 101	2	Art Appreciation 107.....	1
Fund. of Speech 110.....	3	Recreational Activities	1
Music Appreciation 107.....	1	Area Courses	9
Recreational Activities	1		
Area Courses	4		
	17		17

JUNIOR YEAR

Reading Methods 107.....	3	Psychological Testing 229.....	3
Mental Hygiene 234.....	3	Occupational Information and Guidance 265	2
*History of Civilization 113 or 114	3	Mathematics Elective	2
Physical Education for Handi- capped Children 245.....	2	Area Courses	9
Area Courses	5		
	16		16

SENIOR YEAR

Student Teaching 210.....	4	Student Teaching 215.....	5
Classroom Problems 236.....	3	Philosophy of Education 203.....	3
Psychology of Exceptional Children 227	2	Art for Exceptional Children 207..	3
United States History Elective....	3	Area Courses	4
Area Courses	3		
	15		15

Area courses will include requirements found on pages 83 and 84 as determined by the special area chosen. Courses in Industrial Arts to the extent of four semester hours and courses in literature to the extent of six semester hours may be elected in lieu of requirements in Art and Music, except for Art Appreciation 107 and Music Appreciation 107.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

SEQUENCES FOR TEACHERS IN SPECIAL EDUCATION

Below are specific courses required in five areas in Special Education. On this page are the specific requirements for the areas of *Deaf and Hard of Hearing*, *Maladjusted* and *Mentally Retarded*. On the next page are the requirements for *Physically Handicapped* and *Visually Impaired (Partially Sighted and Blind)*. These courses are added to the curriculum on page 82 wherever the item "area courses" appears.

The curriculum for Speech Re-education is found on page 85.

Students who enroll in the curriculum for the deaf and hard of hearing must attend one summer session in addition to four years, for 138 semester hours are required.

	Sem. Hrs.
<i>Deaf and Hard of Hearing</i>	
Biol. Sci. 146, Functional Anatomy.....	3
Educ. 215, Student Teaching (Special Educ.).....	5
Educ. 232, Early-Childhood Education.....	3
*Engl. 102, Folk Literature for Children.....	3
Geography or Social Science electives.....	4
Music elective.....	2
Music 238, Music for the Exceptional Child.....	3
Speech 211, Phonetics.....	3
Speech 215, Speech Re-education.....	3
Speech 217, Speech Clinic.....	2
Speech 250, Audiometry and Hearing Aid Selection.....	2
Speech 251, Speech Reading and Auditory Training.....	2
Speech 252, Clinical Practice: Speech Reading.....	2
Speech 253, Language for Deaf and Hard of Hearing.....	3
Speech 254, Language for Deaf and Hard of Hearing.....	3
Speech 256, Conservation of Hearing.....	2
Speech 272, Anatomy and Physiol. of Hearing and Speech.....	2
	Sem. Hrs.
<i>Maladjusted</i>	
Art or Music electives.....	5
Biological Science elective.....	2
Educ. 162, Survey of Special Education.....	2
Educ. 205, Laboratory Reading Methods.....	3
*English 102, Folk Literature for Children.....	3
Psych. 222, Psychology of Adolescence.....	2
Psych. 235, Case Work in Behavior Problems.....	2
Soc. Sci. 166 or 261, Intro. to Sociology or The Community.....	3
Soc. Sci. 262, The Family.....	3
Soc. Sci. 263, Social Pathology.....	2
Speech 212, Speech Re-education.....	3
Electives.....	7
	Sem. Hrs.
<i>Mentally Retarded</i>	
Biol. Sci. 146, Functional Anatomy.....	3
Biol. Sci. 238, School Health.....	2
Educ. 162, Survey of Special Education.....	2
Educ. 205, Laboratory Reading Methods.....	3
Educ. 243, Education of the Mentally Retarded.....	2
*English 102, Folk Literature for Children.....	3
Geography or Social Science electives.....	4
Home Econ. 106, Nutrition.....	2
Music elective.....	2
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3
Electives.....	8

• Library 214 or 216 may be taken in place of English 102.

	Sem. Hrs.
<i>Physically Handicapped</i>	
Biol. Sci. 146, Functional Anatomy.....	3
Biol. Sci. 245, Applied Human Anatomy.....	3
Biol. Sci. 246, Survey of Physical Defects.....	2
Educ. 162, Survey of Special Education.....	2
Educ. 205, Laboratory Reading Methods.....	3
Education 245, Education of the Physically Handicapped.....	2
*English 102, Folk Literature for Children.....	3
Geography or Social Science electives.....	5
H. & P. E. 285, Rehabilitation of the Physically Handicapped.....	2
Home Econ. 106, Nutrition.....	2
Music 238, Music for the Exceptional Child.....	3
Music elective	2
Speech 212, Speech Re-education.....	3
Electives	2

Visually Impaired

Affiliation with the Gailey Eye Clinic provides clinical observation, demonstration, and lectures in the pathology of the eye and vision.

PARTIALLY SIGHTED	Sem. Hrs.
Biol. Sci. 146, Functional Anatomy.....	3
Biol. Sci. 247, Sight-saving Problems.....	2
*Bus. Educ. 112, Typewriting.....	2
Educ. 162, Survey of Special Education.....	2
Educ. 205, Laboratory Reading Methods.....	3
Educ. 244, Education of the Partially Sighted.....	2
*English 102, Folk Literature for Children.....	3
Geography or Social Science electives.....	4
Home Econ. 106, Nutrition.....	2
Music elective	2
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3
Electives	6

BLIND	Sem. Hrs.
Biol. Sci. 146, Functional Anatomy.....	3
Biol. Sci. 247, Sight-saving Problems.....	2
*Bus. Educ. 112, Typewriting.....	2
Educ. 162, Survey of Special Education.....	2
Educ. 205, Laboratory Reading Methods.....	3
Educ. 248, Braille Reading and Writing.....	2
Educ. 249, Education of the Blind.....	2
*English 102, Folk Literature for Children.....	3
Geography or Social Science elective.....	4
Home Econ. 106, Nutrition.....	2
Music elective	2
Music 238, Music for the Exceptional Child.....	3
Psych. 247, Psychological Problems of Blindness.....	2
Speech 212, Speech Re-education.....	3
Elective	2

* Library 214 or 216 may be taken in place of English 102.

** An elective may be substituted for this Typewriting course if the student can demonstrate proficiency in the use and care of the typewriter.

CURRICULUM FOR TEACHERS IN SPEECH RE-EDUCATION

Leading to the Degree of B.S. in Ed. and

the Limited State Certificate for Teachers of Exceptional Children

A student may qualify also for the Limited State Elementary Certificate by taking 5 to 8 semester hours in addition to the electives listed below in course work specified for that certificate. The student will be advised on these requirements by the Director of the Division of Special Education.

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Intro. to American Public Education 101	2	Intro. to American Public Education 102	2
Sur. of Special Education 162....	2	*Contemporary Civilization 112..	3
Voice and Diction 111.....	3	Public Speaking 121.....	3
Music Appreciation 107.....	1	Recreational Activities	1
Recreational Activities	1		
	16		17

SOPHOMORE YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
Art Act. for Elem. Sch. 101.....	2	Art Appreciation 107.....	1
*Contemporary Civilization 111..	3	*History of Civilization 113 or 114	3
Functional Anatomy 145.....	3	Functional Anatomy 146.....	3
General Psychology 111.....	3	Child Growth and Devel. 108....	3
Electives	4	Hygiene 105	3
Recreational Activities	1	Reading Methods 107.....	3
	16	Recreational Activities	1
			17

JUNIOR YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
Speech Re-education 215.....	3	Conservation of Hearing 256.....	2
Audiometry and Hearing Aid Selection 250	2	Psychological Testing 229.....	3
Phonetics 211	3	Speech Rdg. and Auditory Train. 251	2
Psych. of Excep. Children 227....	2	Anat. and Physiol. of Hearing and Speech 272.....	2
Lab. Reading Methods 205.....	3	Speech Pathology 219.....	5
Elective	3	Elective	2
	16		16

SENIOR YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
Mental Hygiene 234.....	3	Philosophy of Education 203....	3
Clinical Proc. in Speech Correction 218	3	Speech Science 271.....	2
Student Teaching 210.....	4	Student Teaching 215 (Speech Clinic)	5
Electives	5	United States History elective....	3
	15	Elective	2
			15

* It may be desirable in some cases for students to take History of Civilization 113 and 114 instead of two semesters of Contemporary Civilization.

COURSES OF INSTRUCTION

For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester.

The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course,—I for the first semester, II for the second semester. Graduate courses (numbered in the 300's) do not have these semester designations, because they are offered according to demand. The number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered either semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

A course taken during the summer session is recorded with an S preceding the course number. A course taken by extension is recorded with an E preceding the course number.

The departments follow in alphabetical order. After each department heading appear requirements for first and second teaching fields in that department. The courses in each department are listed in numerical order.

FRESHMAN AND SOPHOMORE COURSES.—These are the comprehensive introductory courses in the various subjects offered in the Freshman and Sophomore years. They are numbered 100-199 and are known as junior-college courses.

COURSES OPEN TO JUNIORS AND SENIORS.—These are advanced undergraduate courses and are not open to Freshmen and Sophomores. They are numbered 200-299 and are known as senior-college courses. Forty-three semester hours of all of the work of the Junior and Senior years must be in these courses.

COURSES FOR SENIORS AND GRADUATE STUDENTS.—This undergraduate *catalog* contains only the graduate courses numbered in the 300's. A senior in good standing may take courses numbered in the 300's and apply them to his undergraduate program. Courses numbered in the 400's are open only to graduate students and are not listed in the bulletin. The *Graduate School Bulletin* contains 300 and 400 courses.



AGRICULTURE

Students electing vocational Agriculture as a first teaching field must have a minimum of 52 semester hours of technical agriculture. Such students take the following technical agriculture courses: 111, 115, 116, 118, 120, 121, 122, 124, 125, 128, 135, 213, 214, 219, 225, 228, 229, 231, and 232. Other courses required are: Agriculture 105, 108, 216, 238, Biological Science 111, 112, 201, 211, Geography 111, Physical Science 142, and 143.

Biological Science 111, 112, Geography 111, and Physical Science 142 are substituted for Natural Science Survey 109 and 110. Because of the large number of courses in technical agriculture required of students in this Curriculum, such students are excused from Education 203, 204, Social Science 113, and 114. Furthermore, they take Agriculture 238 instead of an elective in education or psychology.

Students electing non-vocational Agriculture as a first teaching field take as a minimum the following courses: 111, 115, 116, 118, 120, 121, 122, 125, 135, 213 or 232, 228 and 229. Total: 35 hours.

Students electing non-vocational Agriculture as a second teaching field take as a minimum the following courses: 115, 116, 121, 122, 135, 229, and electives in Agriculture. Total: 20 hours. In selecting the electives, the student should consult the Head of the Department of Agriculture. A second field in Agriculture may lead directly to vocational preparation at a later period of study.

105. GENETICS—I (3) or II (3)

Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.

108. INTRODUCTION TO AGRICULTURAL EDUCATION—I (2) or II (2)

Brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.

111. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3) or II (3)

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

115. LIVESTOCK MANAGEMENT—I (3)

Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.

116. LIVESTOCK FEEDING PRINCIPLES—II (3)

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

118. ELEMENTARY DAIRYING—I (3)

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria, casein, and adulterants.

120. SOILS LECTURES—II (2)

Origin, formation, and classification of soils; soil treatments and management practices. *Prerequisite:* Geography 111 and a course in Chemistry.

121. FIELD CROPS—I (4)

Methods of planting, cultivating, and harvesting the common cereal and grain crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains.

122. SOILS LABORATORY—II (3)

Laboratory practice in texture, acidity, plasticity, shrinkage, and types, in connection with Agriculture 120. *Prerequisite:* Geography 111 and a course in Chemistry.

124. FORAGE CROPS—II (2)

Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.

125. ORCHARDING—I (2)

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing, and marketing of deciduous fruits. Planning and care of the home orchard emphasized.

126. SMALL FRUIT CULTURE—I (2) or II (2)

Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. *Prerequisite:* Agriculture 125.

128. HOME VEGETABLE GARDENING—II (2)

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, and harvesting and storing of vegetables. Field practices are stressed.

134. ELEMENTARY LANDSCAPE ARCHITECTURE—I (2) or II (2)

Selection and arrangement of flowering plants, shrubs, trees, and vines for proper decoration of farmstead, home, and school grounds; disease and pest control; cultivating, fertilizing, and pruning; fundamental principles of design and types of plans. Special values of evergreens considered.

135. FARM SHOP WORK—I (3) or II (3)

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

201. PROBLEMS IN AGRICULTURE—I (3) or II (3)

Orientation in project work, 4-H Club, F.F.A., Rural Youth, Grange and Farm Bureau. Studies in cooperative marketing, land use, fertilizers, erosion control, hybrid corn and other crops, breeds of livestock, feeds and farm management. Particularly for teachers in service from villages and unit-district schools.

202. HAY AND SEED QUALITY—II (3)

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. *Prerequisite:* Agriculture 124.

212. AGRICULTURAL ECONOMICS—II (3)

Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213. FARM MANAGEMENT—I (3)

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214. MARKETING AGRICULTURAL PRODUCTS—I (2) or II (2)

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agricultural credit facilities.

216. FARM ACCOUNTING—II (3)

Application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

219. ECONOMIC DAIRY PROBLEMS—II (2)

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. *Prerequisite:* Agriculture 118.

220. DAIRY CATTLE BREEDING—II (3)

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. *Prerequisite:* Agriculture 218.

225. PORK PRODUCTION—I (3)

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing. *Prerequisite:* Agriculture 115.

227. BEEF PRODUCTION—I (3) or II (3)

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.

228. POULTRY MANAGEMENT—II (4)

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.

229. LIVESTOCK JUDGING—II (2)

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. *Prerequisite:* Agriculture 115.

230. FARM MEATS—I (2) or II (2)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

231. GAS ENGINES AND TRACTORS—II (3)

Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

232. FIELD MACHINERY—I (3)

Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. *Prerequisite:* Agriculture 228.

236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearance, and cost.

238. EVENING AND PART-TIME SCHOOLS—I (3) or II (3)

Work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

ART

Students electing Art as a first teaching field take as a minimum the following courses: 103, 104, 109, 110, 113, 114, 126, 132, 155, 156, 201, 203, 211, 227, 233, 236 and electives in Art. Total: 50 hours.

The program may require more than a minimum of 128 semester hours for graduation, depending upon the choice of a second teaching field. A senior exhibition which will meet the approval of an art staff member chosen by the student as his adviser is also required.

Students may, with permission of the Head of the Department of Art, elect a comprehensive teaching field in Art instead of choosing a second teaching field in another area. They will take the following courses in Art: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 201, 203, 211, 233, 236 plus electives in art, or courses taken outside the Department of Art approved by the Head of the Department of Art, to total 60 hours. Courses which may be used for credit are Industrial Arts 223, Woodworking; Industrial Arts 122, Furniture Upholstering and Finishing; Speech 131, Dramatic Production; Industrial Arts 153, Typography.

Students electing a first teaching field or a comprehensive field in Art are not required to take Art 107.

Students electing Art as a second teaching field take as a minimum the following courses: 103, 104, 107, 109, 110, 113, 203, 201 or 211 and electives in Art. Total: 22 hours.

101. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—I (2)

Basic skills and media for carrying on art activities in elementary schools, including manuscript writing, lettering, bulletin-board arrangements, use of wax crayon and fingerpaint. Problems in color and design.

102. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—II (3)

Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition, including murals. *Prerequisite:* Art 101.

103 and 104. VISUAL ELEMENTS—I (2) and II (2)

Experience with a wide variety of materials suitable for teaching children. Emphasis upon the individual and the importance of the creative experience in his total development.

107. ART APPRECIATION—I (1) or II (1)

Art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.

108. STRUCTURAL DESIGN—I (2) or II (2)

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

109. BASIC MATERIALS—I (2)

Workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.

110. BASIC MATERIALS—II (2)

Workshop class using the same materials as those in Art 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials. *Prerequisite:* Art 109.

111. ART FUNDAMENTALS—I (3) or II (3)

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique. Primarily for students in Home Economics.

113. LIFE DRAWING AND MODELING—I (3)

Anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, pen and ink, and clay. Lectures one hour per week on human anatomy.

114. LIFE COMPOSITION—II (3)

Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing. *Prerequisite:* Art 113.

116. PUPPETRY—I (2) or II (2)

Brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.

118. LANDSCAPE COMPOSITION AND SKETCHING—Summer only (3)

Recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

124. METAL CRAFTS—II (2)

Experience in designing and working with various metals, such as brass, copper, and silver, with emphasis upon appreciation, criteria for the consumer, industrial relationships, and vocational possibilities.

126. LETTERING AND LAYOUT—I (2) or II (2)

Historical development of letter forms. Practical experience in the use of lettering pens and brushes. The use of cut-paper letters for signs and posters. *Prerequisite:* Art 103.

127. POTTERY—I (2) or II (2)

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

132. SCULPTURE—II (2)

Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.

140. WEAVING—I (3) or II (3)

Experiments in the use of wool, cotton, rayon, linen, jute, plastic, and metallic threads. Use of two- and four-heddle table and floor looms, Inkle looms, card weaving, and various types of looms which can be made by the student. Emphasis upon pattern and texture in creating original designs.

155. HISTORY OF ART—I (3)

Development of art from prehistoric times to the Renaissance.

156. HISTORY OF ART—II (3)

Development of art beginning with the Renaissance to World War I.

193. ART WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

201. CRAFTS FOR ELEMENTARY SCHOOLS—I (3)

Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. *Prerequisite:* Art 101 or 103.

202. TEACHING ART IN ELEMENTARY SCHOOLS—I (2) or II (2)

Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels. Students who have had Art 203 may not take this course for credit.

203. THE ART CURRICULUM AND JUNIOR PARTICIPATION—I (3) or II (3)

Developing of art curricula for elementary and high schools. The relationship that exists between the total growth of the child and his creative activities. One third of the course will be devoted to observation and participation in teaching art at the elementary and high school levels. Students who have had Art 202 may not take this course for credit.

207. ART FOR EXCEPTIONAL CHILDREN—II (3)

Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. For students in Special Education. Students who have had Art 201 may not take this course for credit. *Prerequisite:* Art 101.

210. **ADVANCED WEAVING—I (3) or II (3)**

Advanced problems in weaving with emphasis upon experimental work in textures. *Prerequisite:* Art 140.

211. **CRAFTS FOR SECONDARY SCHOOLS—II (3)**

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. *Prerequisite:* Art 103 or 111.

224. **JEWELRY—I (2) or II (2)**

Designing and making of jewelry in silver and other metals. *Prerequisite:* Art 124.

227. **CONTEMPORARY ART—I (2) or II (2)**

Development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

233. **WATER-COLOR PAINTING—I (3)**

Painting from still life, models, and landscape with special problems in color and composition. Use is made of the various water-color painting techniques in producing original compositions expressive of the experiences of the individual student. Supplemented with a brief survey of the history of water-color painting and its importance in modern art.

236. **OIL PAINTING—II (3)**

Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting.

237 and 238. **ADVANCED STUDIO—I (2 or 3) and II (2 or 3)**

Individual creative problems chosen by the student and approved by the instructor.

247. **ADVANCED SCULPTURE—II (3)**

Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. *Prerequisite:* Art 132.

266. **LETTERING AND LAYOUT—I (2) or II (2)**

Advanced problems in lettering and layout with emphasis upon the yearbook. *Prerequisite:* Art 126.

277. **CERAMICS—I (2) or II (2)**

Advanced problems in ceramic design. Practical experience in the production of various types of glazes. *Prerequisite:* Art 127.

293. **ART WORKSHOP—I (3 or 6) or II (3 or 6)**

Same as Art 193 except for senior-college students who will be expected to do a more advanced type of work than those working at the junior-college level.

319. **RENAISSANCE ART—(3)**

General influences determining the art product in Italy, Germany, Holland, England, and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

321. **CONTEMPORARY PAINTING—(3)**

Backgrounds for twentieth-century painting. Study of the major movements in modern painting: Impressionism, Post-Impressionism, Dada, Surrealism, social consciousness, and regionalism in painting. Painting today and tomorrow.

322. CONTEMPORARY ARCHITECTURE—(2)

Backgrounds for twentieth-century architecture. New materials and techniques. The European group: Oud, Le Corbusier, Gropius, and van der Rohe. The Americans: Richardson, Sullivan, and Wright. The International Style. The American home today and tomorrow.

351. TECHNIQUES OF PAINTING—(3)

Advanced work in oil, water color, gouache, egg tempera, or encaustic, survey of readings in the field of painting techniques. *Prerequisite*: Oil Painting 236.

352. ADVANCED PAINTING—(3)

Emphasis upon performance in a particular painting medium, culminating in exhibition or examination before a faculty committee. *Prerequisite*: Oil Painting 236.

371. ADVANCED CRAFT TECHNIQUES—(3)

Independent research and experimental work in a craft or crafts of the student's choice with the approval of the instructor. Survey of readings in the field of the particular craft or crafts chosen.

372. PHILOSOPHY OF ART ACTIVITY—(2)

Primary concern with the educative values of the art activity, its nature, its motivations in human experience, and its effects on the social group and the individual child.

BIOLOGICAL SCIENCE

Students electing Biological Science as a first or second teaching field are not required to take Natural Science Survey 109 and 110. It is recommended that such students take one semester of general chemistry and one of general physics in their Freshman year.

Students electing Biological Science as a first teaching field take as a minimum the following courses: 111, 112, 121, 122, 131, 132, and electives in Biological Science. Total: 37 hours.

Students electing Biological Science as a second teaching field take as a minimum one of the following sequences:

Biological Science: 111, 112, 121 and 122 or 131 and 132, and electives in Biological Science. Total: 20 hours.

Health Education: 145, 146, 211, 238, 240, 250, 251, and Home Economics 106 or Industrial Arts 267. Total: 21 hours. Students who have had Biological Science 121 and 122 are excused from 145 and 146.

Although a second teaching field in Health Education has been developed to conform to the joint objectives of the Departments of Biological Science and Health and Physical Education, it may be chosen by anyone interested in the field.

Students with a first teaching field in Biological Science and a second teaching field in some other department and students with a first teaching field in Health and Physical Education may develop an additional first teaching field in Health Education by taking the requirements for a second teaching field in that area as well as a selection of electives from the following courses: Education 108, 232 or 233 or 234, 261; Psychology 222, 234; Home Economics 212; Biological Science 242, 247; Health and Physical Education 115; Social Science

261, 262. Heads of the Departments of Biological Science and Health and Physical Education should be consulted in selecting the electives. Both Psychology 115 and Education 108 will apply in developing this field but only one will apply in the minimum of 128 hours required for graduation.

In selecting the electives for a second teaching field in Biological Science or Health Education, the student should consult the Head of the Department of Biological Science.

105. HYGIENE—I (3) or II (3)

Factors determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community. *Prerequisite:* Natural Science Survey 109 and 110, or other work in science.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Given jointly by the Departments of Biological Science, Geography, and Physical Science.

111. GENERAL BIOLOGICAL SCIENCE—I (3)

Basic course, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. This course is basic for all further courses in biology.

112. GENERAL BIOLOGICAL SCIENCE—II (3)

Scope of botany, together with its economic applications and its position in the field of education, is outlined. Deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals. *Prerequisite:* Biological Science 111.

121. COMPARATIVE ZOOLOGY—I (3)

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present-day needs. *Prerequisite:* Biological Science 111.

122. COMPARATIVE ZOOLOGY—II (3)

Continuation of Biological Science 121. Representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies. *Prerequisite:* Biological Science 121.

131. COMPARATIVE BOTANY—I (3)

Morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. *Prerequisite:* Biological Science 112.

132. COMPARATIVE BOTANY—II (3)

External form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals and some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. *Prerequisite:* Biological Science 131.

145 and 146. FUNCTIONAL ANATOMY—I (3) and II (3)

Physiology and anatomy of vertebrates to lead to an understanding of the structure and function of the human body. Special consideration given to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

193. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. *Prerequisite*: Teaching experience or Biological Science 238.

201. ENTOMOLOGY—I (3)

Analysis of the structures of insects and means of identification and classification. A discussion of the orders of insects and their economic importance. *Prerequisite*: Biological Science 111.

202. ENTOMOLOGY—II (2)

A detailed discussion of economic pests of crops, animals and household and means by which they may be controlled. *Prerequisite*: Biological Science 201.

206. FIELD ZOOLOGY—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course. Two all-day class field trips are required as a part of this course. *Prerequisite*: Biological Science 111.

211. INTRODUCTORY BACTERIOLOGY—I (3) or II (3)

Yeasts, fungi, and bacteria are studied in relation to human welfare. For students in agriculture, home economics, sanitation, and science in general. *Prerequisite*: A laboratory course in Biological Science.

212. GENERAL BACTERIOLOGY—II (2)

Continuation of Biological Science 211. Designed for those students who need more specific information in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology. *Prerequisite*: Biological Science 211.

214. PLANT PATHOLOGY—II (3)

Types of plant disease caused by bacteria and fungi. *Prerequisite*: Biological Science 112.

215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it concerns the reactions of plants to natural factors in their environment and their further response under the hand of man. *Prerequisite*: Biological Science 112.

219 and 220. NATURAL SCIENCE—I (3) and II (2)

Integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools. It is a continuation of courses 109 and 110 for students in the curriculum for teachers in elementary education. *Prerequisite*: An elementary course in Biological Science or Physical Science.

238. SCHOOL HEALTH—I (2) or II (2)

Teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. *Prerequisite*: Biological Science 105.

240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

Interpretation of personal health and group health problems. The course is particularly designed to acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing. *Prerequisite*: Biological Science 238.

242. COMMUNITY PUBLIC HEALTH—I (2)

Its relation to school, home, and community. Includes the principles of epidemiology, isolation techniques and community health in general. Especially designed to meet the needs of health educators, supervisors and administrators. An advanced course taught by a Certified Public Health Nurse. *Prerequisite*: One year's work in laboratory science.

245. APPLIED HUMAN ANATOMY—I (3)

Laboratory course adapted to the basic needs of those preparing to teach special classes of physically handicapped children. The educational implications are stressed. *Prerequisite*: Biological Science 146.

246. SURVEY OF PHYSICAL DEFECTS—THEIR BIOLOGICAL BASES—II (2)

Lecture-demonstration course for those preparing to teach special classes of physically handicapped children. *Prerequisite*: Biological Science 245.

247. SIGHT-SAVING PROBLEMS—I (2)

Observations, lectures, and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. *Prerequisite*: Biological Science 146.

250 and 251. THE HUMAN BODY—MORPHOLOGY, FUNCTION, AND BEHAVIOR—I (3) or II (3) and II (2)

Laboratory and lecture course for those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. *Prerequisite*: Biological Science 122 or Health and Physical Education 242.

293. HEALTH EDUCATION CENTER—Summer only (3 or 6)

Same as Biological Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

300 and 301. CURRENT READINGS IN BIOLOGICAL SCIENCE—(1) and (1)

Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

303. TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOLS—(3)

Designed to acquaint the teacher with present-day developments in science in relation to elementary-school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels.

311. SCHOOL AND COMMUNITY SANITATION—(3)

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating, and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

312. ADMINISTRATION OF SCHOOL HEALTH—(3)

Administration and organization of school health education presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum one of the following sequences:

Secretarial Training: 111, 112,* 113,* 114, 115, 122,* 123,* 124, 131, 132, 211, 212, 261, and electives in Business Education. Total: 37 hours.

Comprehensive field in Business Education: Students electing this sequence are not required to take a second teaching field in another department: 111; 112* and 113*, or 113, or 114; 115; 117; 122*; 123*; 124; 131; 132; 211; 231; 241; 242; 252; 261; and electives in Business Education at least 5 hours of which shall be in courses numbered 200 or over. Principles of Economics 121 and Economic Geography 113 are included as electives in Business Education for students in the comprehensive sequence. Total: 50 hours.

Accounting and General Business: 111; 112* and 113*, or 113 and 211, or 114; 117; 131; 132; 231; 241; 242; 252; five hours of 242, 253, 254, 255, and 257; 261; and electives in Business Education. Total: 37 hours.

Students electing Business Education as a second teaching field take as a minimum one of the following sequences:

Secretarial Training: 112,* 113,* 114, 122,* 123,* 124, 212, and electives in Business Education, if needed. Total: 18 hours.

* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. The minimum requirement for teaching shorthand and typewriting is six semester hours in the subject and sixteen semester hours in the field.

Accounting and Law: 117, 131, 132, 231, 232 or 252, 241, and 242.

Total: 21 hours.

General Business: 111, 131, 132, 252, 253, 254, and 255 or 256. Total: 20 hours.

Distributive Business: 111, 117, 131, 132, 241, 252, 254, 257 and elective in Business Education. Total: 24 hours.

Geography 113 may be applied to any of the above first and second fields.

111. ELEMENTS OF BUSINESS—I (3) or II (3)

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

112. TYPEWRITING—II (2)

Knowledge of the typewriter and development of skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

113. TYPEWRITING—I (3) or II (3)

Development of individual skills in operation to a minimum attainment of forty words per minute on a varied selection of material. Instructional methods are included. *Prerequisite:* Business Education 112 or one year of high-school typewriting.

114. TYPEWRITING—I (3) or II (3)

Skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is required. At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. *Prerequisite:* Business Education 113 or two years of high-school typewriting.

115. BUSINESS CORRESPONDENCE—I (2) or II (2)

Fundamental principles that govern the several kinds of business letters and practical methods of writing the types which arise from the more typical business situations. Composition of the common types of business reports.

117. BUSINESS MATHEMATICS—I (3) or II (3)

Background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122. SHORTHAND—II (3)

Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading, and dictation. Eight chapters of *Gregg Manual* and reading text.

123. SHORTHAND—I (3) or II (3)

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. *Prerequisite:* Business Education 122 or one year of high-school shorthand.

124. SHORTHAND—I (3) or II (3)

Dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Mini-

mum requirement: eighty words a minute for five minutes, correctly transcribed.
Prerequisite: Business Education 123 or two years of high-school shorthand.

131. ACCOUNTING—I (3) or II (3)

Business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132. ACCOUNTING—II (3)

Corporation accounting including consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. *Prerequisite:* Business Education 131.

211. ADVANCED OFFICE PRACTICE—I (3)

Practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. *Prerequisite:* Business Education 113, 114 or five semester hours of typewriting.

212. ADVANCED TRANSCRIPTION—I (3) or II (3)

Primary emphasis on the application of the principles of functional English to the typewritten transcript. *Prerequisite:* Business Education 114 and 124.

231. ACCOUNTING—I (3)

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. *Prerequisite:* Business Education 132.

232. ACCOUNTING—II (3)

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, systems and auditing, manufacturing cost accounting, and the relation of accounting to income taxation. *Prerequisite:* Business Education 231.

241. BUSINESS LAW—I (3)

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

242. BUSINESS LAW—II (3)

Bailment, common carriers, sales partnerships, corporations, property, bankruptcy, torts, and business crimes. Problems and case materials are included.

252. ECONOMICS OF BUSINESS—I (3) or II (3)

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic prob-

lems, credit, human relations, control, purchases, and sales are given special consideration. *Prerequisite:* Business Education 252.

254. ADVERTISING AND SALESMANSHIP—I (2)

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. *Prerequisite:* Business Education 252.

255. MARKETING—I (3)

Functions, processes, agencies, and personnel involved in the marketing of goods and services of all major types, with emphasis on the distribution of consumer goods. *Prerequisite:* Business Education 252.

256. BUSINESS FINANCE—II (3)

Problems and methods of financing business, function of banking, business risks as an influence on financial management, and interpretation of the security markets. *Prerequisite:* Business Education 252.

257. RETAILING—II (2)

Organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practice. *Prerequisite:* Business Education 252.

261. PRINCIPLES OF BUSINESS EDUCATION—I (2) or II (2)

Stimulation of professional interest in the entire field of business education through a consideration of such topics as: purposes of business education, outstanding research and literature in the field, construction of the business curriculum, surveys of the local business community and of present and former pupils, cooperative part-time training for office and distributive occupations, and guidance responsibilities of business teachers.

310. CONSUMER BUSINESS PROBLEMS—(2)

Application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

331. COST ACCOUNTING—(3)

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. *Prerequisite:* 12 semester hours of accounting.

332. AUDITING—(3)

Verification, analysis, and interpretation of accounting records. Auditing principles and procedures are applied to the audits of cash; securities and investments; receivables, inventories, assets, and liabilities; balance sheet; profit and loss statement; and working papers. *Prerequisite:* 12 semester hours of accounting.

340. PROBLEMS IN OFFICE MANAGEMENT—(2)

Detecting, analyzing, and solving problems applicable to large or small offices. Principles of office organization and operation are discussed and applied

to cases under consideration. Individual and committee investigations are conducted, and selected office managers are called upon to serve as resource persons.

357. PROBLEMS IN RETAIL STORE MANAGEMENT—(2)

Investigation and critical discussion of problems frequently encountered in managing a retail store, with special attention given to the small store. Principles and procedures of store management developed as they relate to the cases chosen for analysis. Visits to stores and participation by selected store managers in group discussions are regular parts of the course.

EDUCATION AND PSYCHOLOGY

A minimum of 28 semester hours in Education and Psychology, exclusive of General Psychology, is required in all curricula. A maximum of 32 semester hours is allowed toward graduation, except in Special Education, where the requirements vary in different areas and exceed 32 semester hours. Also, a student who chooses Psychology as a second teaching field will exceed the maximum requirement of 32 semester hours because of the additional courses he completes in Psychology.

For information concerning Psychology as a second teaching field see page 108.

EDUCATION

101 and 102. INTRODUCTION TO AMERICAN PUBLIC EDUCATION—I (2) and II (2)

Orientation to college life and to the profession of teaching; the functions and organization of public education in America, opportunities for service, qualities of successful teachers and individual evaluation of one's aptitude for teaching. Selected experiences with children are provided. Directed observation and participation in the varied activities of pupils are emphasized.

107. READING METHODS—I (3) or II (3)

Basic reading program from kindergarten through eighth grade; developmental reading needs of children at each successive level; various types of reading materials to develop desirable attitudes and good reading study habits; methods of evaluating progress in reading; guiding principles and techniques for the teaching of reading. *Prerequisite:* Education 108 or Psychology 115.

108. CHILD GROWTH AND DEVELOPMENT—I (3) or II (3)

Physical, intellectual, emotional and social growth and development of children and the influence of home, school and community environment upon this growth; techniques of studying and evaluating growth applied through continuous observation and making of an individual case study. Students who have had Psychology 115 may not take this course for credit. *Prerequisite:* Education 102.

121. READING CLINIC—Summer only (1)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

135. EDUCATION CLINIC—Summer only (1 to 5)

Intensive work on specific teaching problems, including arithmetic, language arts, fine and applied arts, music, natural science, and social science. The student

may enroll in the Clinic for credit more than once so long as the subject matter covered is not duplicated.

162. SURVEY OF SPECIAL EDUCATION—I (2)

Educational provisions for exceptional children: the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.

193. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

201. THE JUNIOR HIGH SCHOOL—I (2)

Origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the junior high school. *Prerequisite:* Psychology 115 or Education 108.

202. CHARACTER EDUCATION—II (2)

Forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. *Prerequisite:* Education 101 and 102, or 211.

203. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) or II (3)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. *Prerequisites:* Senior standing and completion of all required education courses except Education 204 and 210, or 215.

204. SCHOOL AND COMMUNITY RELATIONS—I (2) or II (2)

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. *Prerequisite:* Education 101 and 102, or 211.

205. LABORATORY READING METHODS—II (3)

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Three double periods per week. *Prerequisites:* Education 107, and 210 or teaching experience.

207. ADVANCED READING METHODS—I (3) or II (3)

Emphasizes practical problems in the teaching of remedial reading in each grade level of the elementary school. Integrates reading with non-reading learning activities. Involves a case study and remedial teaching of one child. *Prerequisite:* Education 107.

208. ELEMENTARY-SCHOOL TESTS AND MEASUREMENTS—II (2)

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 101 and 102, or 211.

210. STUDENT TEACHING INCLUDING SPECIAL METHODS—Secondary, I (5) and II (5); STUDENT TEACHING—Elementary, I (3 or 8) or II (3 or 8)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. *Prerequisite:* Education 220 for secondary and 232, 233, or 234 for elementary, at least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matters fields, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education Curriculum.

211. AMERICAN PUBLIC EDUCATION—I (3) or II (3)

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. *Prerequisite:* Psychology 115 or Education 108. Not open to students who have had Education 101 and/or 102.

213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—Summer only (3)

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the laboratory schools; case study of a pupil selected either from the student's teaching group or from the laboratory schools. *Prerequisite:* Education 101 and 102, or 211.

215. STUDENT TEACHING—Special Education—I (2 to 5) and II (2 to 5)

Differentiated according to area of major specialization. Work is done with children mentally retarded, physically handicapped, partially sighted and blind, deaf or hard of hearing, defective in speech, or socially maladjusted. *Prerequisite:* Education 210 or concurrent registration, or approved teaching experience.

219. ADVANCED READING CLINIC—Summer only (1)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. *Prerequisite:* Education 107 or 121.

220. SECONDARY EDUCATION—I (3) or II (3)

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluation of the results of instruction. *Prerequisite:* Education 101 and 102, or 211.

221. HIGH-SCHOOL TESTS AND MEASUREMENTS—I (2)

Achievement and intelligence tests in the secondary school. Particular emphasis upon achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 101 and 102, or 211.

222. SECONDARY-SCHOOL READING CLINIC—Summer only (1)

Problems in reading on the secondary school level, including junior-high and senior-high school. An intensive course for one week.

223. SECONDARY-SCHOOL READING—Summer only (3)

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. *Prerequisite:* Education 101 and 102, or 211.

224. EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—I (2)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. *Prerequisite:* Psychology 115.

231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—Summer only (3)

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers select curriculum materials and organize units. Observation and discussion of such units in progress in the laboratory schools. Primarily for teachers who wish to study recent developments in elementary education. *Prerequisite:* Education 101 and 102, or 211.

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The three courses which follow deal with elementary school curriculum and methods. Each student selects only one according to his level of specialization: Early-childhood Education, Middle-grade Education, or Upper-grade Education.

232. EARLY-CHILDHOOD EDUCATION—I(3) or II(3)

Nursery-kindergarten-primary education as a basic unit of the elementary school; the physical plant, equipment, organization; child care centers to meet community needs and parent education; overview of the curriculum with emphasis on learning experiences through a unified program; use of community resources; special emphasis on language arts including spelling and manuscript writing; methods of evaluation consistent with growth needs of young children. Participation in kindergarten-primary classroom activities is an integral part of the course.

233. MIDDLE-GRADE EDUCATION—I (3) or II (3)

Methods and materials in intermediate grades with special emphasis upon the language arts, including spelling and handwriting; instructional problems for teachers of the middle grades, the selection, organization and use of curriculum materials; the unified program of activities; pupil appraisal. Some participation in middle-grade classroom activities is an integral part of the course. *Prerequisite:* Education 108 or Psychology 115.

234. UPPER-GRADE EDUCATION—I (3) or II (3)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization—in separate grades, departmentalized or junior-high school; special emphasis on methods and materials in language activities. Participation is an integral part of the course. *Prerequisite:* Education 108 or Psychology 115.

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236. CLASSROOM PROBLEMS—I (3) or II (3)

Fundamental principles of child interest and need, and of group living as these principles underlie classroom organization, management, teaching procedures and curriculum activities; mental hygiene in the classroom; participation in solving problems of discipline, teacher-pupil planning, selecting learning materials, providing for individual differences, making records and reports, evaluating instruction, and meeting community needs; the professional growth of the teacher. This course parallels student teaching. *Prerequisite:* Education 107 and Education 232, 233, or 234.

240. AUDIO-VISUAL EDUCATION—II (2)

Theory, materials, and methodology of audio-visual education. Criteria for evaluating and selecting materials; sources and care of materials; methods of using audio-visual aids in the classroom. Laboratory work includes experiences with handmade lantern slides, elementary photography, graphics, tape recording, projection equipment, and field-trip management. Three class periods per week include laboratory. *Prerequisite:* Psychology 115 and Education 101 and 102, or 211.

243. EDUCATION OF THE MENTALLY RETARDED—I (2) or II (2)

Study of objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records. To be taken with Student Teaching 215.

244. EDUCATION OF THE PARTIALLY SIGHTED—I (2) or II (2)

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic. To be taken with Student Teaching 215.

245. EDUCATION OF THE PHYSICALLY HANDICAPPED—I (2) or II (2)

Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing and vision. To be taken with Student Teaching 215.

248. BRAILLE READING AND WRITING—I (2) or II (2)

Designed to develop mastery of braille. Use of the braille writer and other devices for writing. Procedures for teaching braille. Preparation and use of braille materials for purposes of communication and evaluation.

249. EDUCATION OF THE BLIND—I (2) or II (2)

Objective and organization of the educational program beginning with the nursery school; placement of the pupils; use of special equipment; preparation and use of materials; methods of teaching the blind; resources offering service to the blind.

250. CURRENT TRENDS IN EDUCATION—I (3) or II (3)

New trends and movements in education as revealed by changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. *Prerequisite:* Education 101 and 102, or 211.

251. INTRODUCTION TO PHILOSOPHY—I (3) or II (3)

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods

252. ETHICS—I (3) or II (3)

Principles underlying human conduct, with applications to the life of the individual and to society.

261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—Summer only (3)

Diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. *Prerequisite:* Psychology 115 or Education 108.

265. OCCUPATIONAL INFORMATION AND GUIDANCE—II (2)

Techniques of gathering and evaluating occupational information. Use of occupational information in guiding handicapped children to develop interest in appropriate occupations.

293. EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

Same as Education 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

305 and 306. READINGS IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH—(1) and (1)

Study and evaluation of current research dealing with the student's major field of interest. The course acquaints the student with research in all phases of education and psychology from the nursery school through the community college.

307. ANALYSIS AND CORRECTION OF READING DISABILITY—(3)

Standardized and informal tests, analysis of test results, and differentiated reading programs based on test findings. Opportunities are provided for administering informal and standardized instruments designed to determine the extent of retardation and the type of reading disability. Practice is given in analyzing test findings and in recommending psychological and pedagogical procedures that will provide for the specific needs of subjects with reading difficulties. *Prerequisite:* Education 107; 205 or teaching experience.

308. RECENT RESEARCH ON READING—(3)

Analysis of recent research on reading at the elementary, secondary, and college levels together with its implications in the areas of modified practices in the teaching of reading, materials of instruction, and teacher preparation.

310. THE JUNIOR HIGH SCHOOL—(2)

Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration and evaluation of programs for early adolescents.

327. INTRODUCTION TO GUIDANCE—(2)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

331. PUBLIC RELATIONS FOR EDUCATION—(2)

Analysis of the need for public relations and study of programs for education. Wide use of visual aids and community resources. Work of the individual student will focus on practical problems related to his area of specialization. Ways of evaluation will be included.

342. INDIVIDUALIZED PROFESSIONAL EXPERIENCE—(2 or 3)

Provides a wide variety of experiences to meet the individual needs of graduate students by working with elementary and high school students, parents, staff members, and school and community groups, and in other activities that will constitute the professional and social experiences adapted to the needs of the individual graduate students.

351. PROBLEMS OF THE BRAIN-INJURED—Summer only (2)

Problems of diagnosis, psychological evaluation and educational adjustments needed by the cerebral palsied. Relationship to other therapies. Observation and planned participation in a group of cerebral palsied. For experienced teachers who wish to specialize in working with the cerebral palsied.

353. EDUCATION OF GIFTED CHILDREN—(2)

Organization of the program for the education of gifted children. Methods of identification, curriculum adjustments, creative activities, guidance, appraisal of progress, and parent relationships. For teachers, administrators and personnel workers.

355. WORKSHOP ON CURRICULUM AND METHODS FOR THE MENTALLY RETARDED—Summer only (3)

Designed to aid students in the development of curriculum and methods suited to their particular problems with the mentally retarded. For principals, supervisors, and teachers now engaged in the field, or those having a background of psychology and mental deviation, contemplating the field. Attention given to organization and curriculum at elementary and secondary level; methods and materials adapted to age groupings; pupil guidance and evaluation; study of job outlets and work try-outs or other subjects of student's choice.

359. WORKSHOP FOR TEACHERS OF PARTIALLY SIGHTED—Summer only (3)

Individual teaching problems. Review of recent educational literature and research on impairment of vision, adaptation of instructional materials to the conservation of vision, curriculum adjustments, personality problems, guidance, and other problems may be considered. For teachers experienced in work with partially sighted.

360. HISTORY OF EDUCATION—(3)

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

PSYCHOLOGY

Students electing Psychology as a second teaching field take as a minimum the following courses: 111, 115, 225, 234, and electives in Psychology. Total: 18 hours. In selecting the electives, the student should consult the Head of the Department of Education and Psychology.

Because of the relatively small number of high schools offering psychology at present in Illinois, the Department strongly recommends that students electing

Psychology as a second teaching field also qualify in another second field. Students who have completed two teaching fields may take additional courses in Psychology even though they do not complete a second field.

111. GENERAL PSYCHOLOGY—I (3) or II (3)

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, and personality development.

115. EDUCATIONAL PSYCHOLOGY—I (3) or II (3)

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. *Prerequisite:* Psychology 111.

211. APPLIED PSYCHOLOGY—I (2)

Application of psychology in fields other than education, such as business and industry, law and penology, and the arts. *Prerequisite:* Psychology 111.

212. SOCIAL PSYCHOLOGY—II (2)

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. *Prerequisite:* Psychology 111.

222. PSYCHOLOGY OF ADOLESCENCE—I (2) or II (2)

Principles of psychology applied to understanding the characteristics and problems of adolescence. *Prerequisite:* Psychology 115 or Education 108.

225. EXPERIMENTAL PSYCHOLOGY—I (2) or II (2)

Simple experiments in the psychology laboratory to give appreciation of the problems of control in the scientific study of behavior. Three class periods per week.

227. PSYCHOLOGY OF EXCEPTIONAL CHILDREN—I (2)

Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. *Prerequisite:* Psychology 115 or Education 108.

229. PSYCHOLOGICAL TESTING—I (3) or II (3)

Use and interpretation of psychological test results with emphasis on the quantitative approach. Group and individual tests are studied and demonstrated. Students have practice in giving, scoring, and interpreting standardized tests. Meets the requirements of psychological testing for students in special education.

234. MENTAL HYGIENE—I (3) or II (3)

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. *Prerequisite:* Psychology 115 or Education 108.

235. CASE WORK IN BEHAVIOR PROBLEMS—I (2) or II (2)

Making case studies: interviewing, using records, and case reporting. To be taken with Student Teaching 215. *Prerequisite:* Psychology 234.

247. PSYCHOLOGICAL PROBLEMS OF BLINDNESS—I (2) or II (2)

Psychological needs of the blind child and means of meeting them. Significance of the family attitudes and relationships, group experiences, and of counseling for parents and the blind child. *Prerequisite:* Mental Hygiene 234 or Psychology of Exceptional Children 227.

301. ADVANCED EDUCATIONAL PSYCHOLOGY—(3)

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. *Prerequisite:* Psychology 115.

311. PSYCHOLOGY OF THE MENTAL DEVIATE—(3)

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. *Prerequisites:* Biological Science 145, and Psychology 115 or Education 108.

321. CHILD PSYCHOLOGY—(3)

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

322. LEARNING—(3)

Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

325. MOTIVATION—(2)

Experimental study of drives, social motives, theories of motivation, practical applications.

340. VOCATIONAL COUNSELING—(2)

Accumulating and classifying information about jobs and job opportunities, determining vocational aptitudes, counseling for possible placement.

ENGLISH

Students electing English as a first teaching field take as a minimum one of the following sequences:

English: Six hours of Freshman English, 131 or 132 (preferably both), 150, 211 and 212 (or 121), 213 and 214 (or 122), 275, and electives in English. Total: 38 hours.

English-Journalism: Six hours of Freshman English, 131 or 132 (preferably both), 150, 163, 165, 166, 211 and 212 (or 121), 213 and 214 (or 122), 261, 260 or 269, 275, Industrial Arts 153, and electives in English. Total: 46 hours. The program may require more than a minimum of 128 semester hours for graduation, depending upon the choice of a second teaching field.

Students electing English as a second teaching field take as a minimum the following courses: Six hours of Freshman English, 121 or 122 (preferably both), 131 or 132 (preferably both), 275, and electives in English. Total: 27 hours. In choosing electives, the student should consult the Head of the Department of English.

Students with a teaching field in English are advised to elect Education 223, Library 214, Social Science 242, and Speech 141. A reading knowledge of a foreign language is helpful.

102. FOLK LITERATURE FOR CHILDREN—I (3) or II (3)

Fairy and folk tales, myths, legends, and fables suitable for children. This course is also offered as Library 102.

110. ENGLISH COMPOSITION—I (3) or II (3)

Principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examinations show proficiency in English. Recommended for returning students who need additional work in mechanics, even though they received credit in grammar and composition before 1938.

111. ENGLISH COMPOSITION—I (3) or II (3)

Principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in modern prose. Required of all students. *Prerequisite:* English 110 or exemption.

112. INTRODUCTION TO LITERATURE—I (3) or II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of Freshman English of all exempt from 110. Open as an elective to others.

121. SURVEY OF ENGLISH LITERATURE—I (3)

English literature from its beginnings through the eighteenth century. Students who have had English 211 or 212 may not take this course for credit.

122. SURVEY OF ENGLISH LITERATURE—II (3)

English literature of the Romantic, Victorian, and later periods. Students who have had English 213 or 214 may not take this course for credit.

131. AMERICAN LITERATURE—I (3) or II (3)

Survey of American literature to 1855.

132. AMERICAN LITERATURE—I (3) or II (3)

Survey of American literature from 1855 to 1914.

141. ELEMENTS OF ENGLISH LANGUAGE—I (2)

Normal processes of growth and change in language. Designed to help the teacher meet current problems in pronunciation, spelling, grammar, and meaning.

150. ANCIENT LITERATURE—I (3) or II (3)

Selected readings in ancient Greek, Roman, and Oriental literatures in translation, studied for an appreciation of their contributions to modern culture. Students who have had English 254 may not take this course for credit.

161. ADVANCED WRITING—I (2)

Chiefly exposition. The principles governing connected discourse. *Prerequisite:* English 111.

163. HISTORY AND PRINCIPLES OF JOURNALISM—I (3)

History and development of journalism in the United States, with special attention to leading journalists in the past. Survey of the entire field of journalism today with emphasis upon desirable journalistic standards and the place of journalism in modern education.

165. ELEMENTARY REPORTING—I (3) or II (3)

Introduction to the technique of the news story and to the duties and responsibilities of the reporter. Students do a limited amount of reporting for *The Vidette*, and by the end of the term are qualified to assume the duties of staff reporters. *Prerequisite*: English 111.

166. ADVANCED REPORTING—I (3) or II (3)

Practical course in which students review their work of the previous semester, study feature writing, and serve as reporters upon *The Vidette*. *Prerequisite*: English 165.

193. ENGLISH WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. *Prerequisite for students on the Elementary Education curriculum*: English 102. This course is also offered as Library 202.

203. VERSE FOR CHILDREN—I (3) or II (3)

Poetry for use in the elementary grades. *Prerequisite for students on the Elementary Education curriculum*: One course in children's literature.

211. ENGLISH LITERATURE TO 1600—I (3)

Anglo-Saxon poetry, stressing *Beowulf*; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms. Students who have had English 121 may not take this course for credit.

212. ENGLISH LITERATURE 1600-1780—II (2)

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.

213. ENGLISH LITERATURE 1780-1830—I (2)

Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period. Students who have had English 122 may not take this course for credit.

214. ENGLISH LITERATURE 1830-1900—II (3)

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.

215. ENGLISH LITERATURE SINCE 1900—I (3)

Major English writers of the twentieth century with attention to contemporary trends in thought and expression.

219. SHAKESPEARE—I (3) or II (3)

Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

231. AMERICAN LITERATURE SINCE 1914—II (2)

Contemporary trends in thought and in the expression of current problems.

233. CREATIVE WRITING—II (2)

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.

244. THE NOVEL—II (2)

Approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.

251. EUROPEAN LITERATURE 1200-1850—II (3)

Selections from major European authors including Dante, Cellini, Montaigne, Cervantes, Moliere, Rousseau, Voltaire, and Goethe. A continuation of English 150.

252. RECENT WORLD LITERATURE—I (3)

Wide reading of foreign literature in translation, especially fiction, of the past one hundred years.

253. LITERATURE OF THE BIBLE—II (2)

Non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Old Testament.

254. WORLD LITERATURE—I (3) or II (3)

Introduction to great books in classical, Oriental, and modern literatures. Planned for students not majoring in English to deepen their cultural background and to help them appreciate other civilizations. Students who have had English 150 may not take this course for credit.

260. THE HIGH-SCHOOL ANNUAL—I (2)

Theoretical study of editorial and business problems of the high-school annual—staff organization, graphic reproductions, photography, layout, advertising, circulation, budgeting, materials, editorial problems, and art themes. Examination of high-school annuals at the various cost levels.

261. EDITORIAL PROBLEMS—I (3) or II (3)

Practical study of the problems involved in editing a school newspaper. Special attention to editorial writing, copy reading, proofreading, headline writing, newspaper make-up, graphic reproduction, and advertising. *Prerequisite:* English 165.

269. NEWSPAPER AND MAGAZINE INTERPRETATION—II (2)

Consideration of the leading contemporary newspapers and magazines of the United States from the reader or consumer point of view. Special attention to freedom of the press, editorial policy, slant, bias, propaganda, and the influence of the press upon public opinion.

275. ENGLISH GRAMMAR—I (2) or II (2)

Historical and descriptive study of the sentence and its parts.

276. LITERATURE FOR THE HIGH SCHOOL—I (2) or II (2)

The thoughtful consideration of literature for use in secondary school English programs. Criteria for selection. Acquaintance with the professional literature of the field.

278. LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL—I (2) or II (2)

Guidance for the elementary teacher in devising purposeful experiences in thinking, speaking, writing, and listening. Ways of improving pupils' vocabularies, usage, spelling, and mechanics of writing. Development of criteria for pupil selection of books, magazines, movies, and radio programs. Acquaintance with the professional literature of the field. Offered in extension class.

293. ENGLISH WORKSHOP—(3 or 6)

Same as English 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301. DEVELOPMENT OF THE ENGLISH LANGUAGE—(3)

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern English.

325. NINETEENTH-CENTURY ENGLISH PROSE—(2)

Chief prose writers of the century and their contribution to the thought of the present time.

330. NINETEENTH-CENTURY AMERICAN LITERATURE—(2)

Concentration upon the great literary figures to the middle of the century, especially those usually taught in high school — Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

331. TWENTIETH-CENTURY AMERICAN LITERATURE—(2)

Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

334. LITERATURE OF THE MIDWEST—(2)

Designed to acquaint teachers with the chief writers of the Midwest area.

348. PROBLEMS IN THE TEACHING OF ENGLISH—(2)

Critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

FRENCH

Students who have had only one year of high-school French begin with French 111; those with two years begin with French 115.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 24 to 32 hours, depending on whether high-school French is accepted in lieu of French 111 and 112.

Students electing French as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 16 to 24 hours, depending on whether high-school French is accepted in lieu of French 111 and 112. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

111 and 112. FIRST-YEAR FRENCH—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

113. FIRST-YEAR FRENCH—Summer only (8)

Intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 and 116. SECOND-YEAR FRENCH—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. *Prerequisite:* French 112, or 113, or two years of high-school French.

119. FRENCH FOR THE ELEMENTARY SCHOOL—Summer only (8)

Intensive course, requiring the full time of the student for eight weeks. Review of pronunciation and intonation; practice in conversation; speech patterns; songs, rhymes, and games; basic principles of modern language teaching in the elementary school; planning the work in French. *Prerequisite:* French 112 or 113, or two years of high-school French.

211 and 212. MODERN FRENCH NOVEL—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. *Prerequisite:* French 116.

213. FRENCH SHORT STORY—Summer only (3)

Representative short stories of the nineteenth and twentieth centuries. Class conducted in French. *Prerequisite:* French 116.

215 and 216. MODERN FRENCH DRAMA—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. *Prerequisite:* French 116.

217. *Civilisation Française*—I (2)

French people and institutions as background for the French teacher. *Prerequisite:* French 116.

221. SURVEY OF FRENCH LITERATURE—I (3)

French literature from the earliest times through the seventeenth century. Class reading of seventeenth-century masterpieces. *Prerequisite:* French 116.

222. SURVEY OF FRENCH LITERATURE—II (3)

French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth-century poetry. *Prerequisite:* French 116.

231. ADVANCED COMPOSITION AND CONVERSATION—I (3)

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages. *Prerequisite:* French 116.

232. FRENCH LYRIC POETRY—II (3)

Reading of French lyrics from the 16th century to the present; study of the schools of poetry; *explication de texte*. Oral reading. *Prerequisite*: French 116.

GEOGRAPHY

(Including Geology)

Students electing Geography as a first teaching field must take as a minimum 32 credit hours including the following courses: 111; 113; 114; 115; 116; 118; 224; 217 or 220; and electives in Geography. Total: 32 hours.

Students electing Geography as a second teaching field must take as a minimum the following courses: 111, 113, 114, 115, 116, and electives in Geography. Total: 22 hours.

103. GEOGRAPHY OF THE PEOPLES OF THE WORLD—I (3) and II (3)

A regional study of the peoples of the world based upon the various culture patterns as related to earth environment.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

An appreciation of the values in the biological, earth, and physical sciences in everyday living and the development of civilization. Given jointly by the Departments of Biological Science, Geography, and Physical Science.

111. PHYSICAL GEOLOGY—I (4)

The significance of geologic processes in operation on and beneath the surface of the earth. Consideration of oceanic and atmospheric phenomena. Special attention to study of rocks, minerals, and soil formation. One-half day field trip required.

112. HISTORICAL GEOLOGY—II (4)

Consideration of the origin and structure of the earth. History of the earth as revealed by the rock strata, and the evolution of plant and animal life as shown by fossils. Practical experience with topographic maps and geologic folios. A one-day field trip is required. *Prerequisite*: Geography 111.

113. ECONOMIC GEOGRAPHY—I (3) or II (3)

Occupations of man as related to the earth environment. The production and distribution of the leading commodities. Chief routes of trade and transportation as related to areas of production and markets.

114. GEOGRAPHY OF THE UNITED STATES—I (3) and II (3)

Survey of the major regions of the United States in terms of contemporary physical, cultural and natural resource patterns. Emphasis upon land use associations in both rural and urban areas.

115. WEATHER—I (2)

Analysis of the atmosphere, weather elements, instruments and techniques of weather observations, weather charting, coding and forecasting. Practical experience with daily U. S. Weather Bureau maps.

116. CLIMATE—II (2)

Climatic elements and controls. Types of climate, climatic regions and local climates. Settlement and land utilization in relation to climate. *Prerequisite*: Geography 115.

117. GEOGRAPHY OF CANADA AND ALASKA—I (2) or II (2)

Survey of natural regions; resources, economic activities, settlement patterns, interregional and international relations.

118. MAPS IN EDUCATION—I (2) or II (2)

Role of maps in the classroom. Exercises in map reading, examination of map types, and elementary map reproduction. Techniques of map purchasing for classroom use.

121. CONSERVATION CLINIC—Summer only (1)

An intensive week of field and classroom work in conservation.

125. EARTH IN SPACE—I (2) or II (2)

Earth and sun relations: rotation, revolution, insolation, seasons, and associated phenomena. Moon, stars, and constellations.

193. GEOGRAPHY WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

200. ORGANIZATION OF FIELD TRIPS—I (1) or II (1)

Directed experience in organizing and conducting field trips with special attention to the needs of elementary and secondary schools. Opportunity for participation in planning several field trips.

209. GEOGRAPHY OF THE PACIFIC ISLANDS—I (2) or II (2)

Physical patterns, natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands. *Prerequisite:* Natural Science Survey 109 and 110.

211. GEOGRAPHY OF MIDDLE AMERICA—I (2) or II (2)

Geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies.

212. GEOGRAPHY OF ILLINOIS—I (2) or II (2)

Regional approach to the study of the State of Illinois. Agricultural, mineral and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included.

213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—I (2) or II (2)

A survey of the geography of earlier times. Emphasis on exploration and initial settlement in distinctive regions of the United States.

214. GEOGRAPHY OF SOVIET RUSSIA—I (2) or II (2)

Regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries.

215. GEOGRAPHY OF SOUTH AMERICA—I (3) or II (3)

A survey of South America with emphasis on the contemporary scene. Characterization of individual countries with recognition of the economic and commercial importance of each.

216. GEOGRAPHY OF WORLD PROBLEMS—I (3) or II (3)

A review of selected contemporary world problems with emphasis on geographic backgrounds. The resources and world relationships of the great powers

and their dependencies. A consideration of the contribution of geography to a study of current affairs.

217. GEOGRAPHY OF EUROPE—I (3) or II (3)

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions. Attention to the present nations of Europe, their relationships to each other and to the United States.

219. CONSERVATION OF NATURAL RESOURCES—I (3) or II (3)

The distribution, utilization, and conservation of the forest, grazing, water, soil, and mineral resources of the United States. Consideration of resources in relation to the national economy.

220. GEOGRAPHY OF ASIA—I (3) or II (3)

Regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Importance of the continent in world affairs.

224. READINGS IN GEOGRAPHIC LITERATURE—I (2) or II (2)

A survey of recent professional publications. Designed primarily to acquaint the student with basic concepts in the field. Opportunity for critical evaluation of different points of view.

225. GEOGRAPHY OF AUSTRALIA AND NEW ZEALAND—I (2) or II (2)

Regional approach. Emphasis upon the population sustaining capacity and economic importance of Australia and New Zealand.

226. GEOGRAPHY OF AFRICA—I (2) or II (2)

Regional study of Africa. Emphasis upon the patterns of society as related to the natural environment. The role of Africa in world affairs.

230. FIELD SURVEY OF ILLINOIS—Summer only (3)

A reconnaissance survey of the distinctive regions of Illinois, including the Chicago industrial area, the major agricultural regions, mining districts, various state parks and other areas of special interest. Opportunity for intensive study of local units of occupance.

293. GEOGRAPHY WORKSHOP—I (3 or 6) or II (3 or 6)

Same as Geography 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301. CLIMATES OF THE CONTINENTS—(2)

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates and climatic classifications.

303. TECHNIQUES OF FIELD WORK—(3)

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Emphasis on participation in field mapping and coding practices in urban and rural land utilization.

305. INDUSTRIAL GEOGRAPHY—(3)

American industries and their distribution as related to their natural environmental settings. American industries in world patterns.

307. GEOGRAPHY OF LATIN AMERICA—(3)

Intensive study of some of the major geographic problems of Latin America.

308. ORGANIZATION OF INSTRUCTIONAL MATERIALS IN GEOGRAPHY—(2)

Practical experience in selection and organization of geographic materials for instructional purposes. Basic principles and professional techniques. Nature of distinctly geographic understandings. Individual work in area of student's choice.

310. FIELD SURVEYS IN WESTERN EUROPE—Summer only (2-8)

Studies of selected rural and industrial districts. Experience with intensive and reconnaissance types of geographic investigation. Emphasis on participation in actual field surveys as an approach to understanding the lands and peoples of Western Europe.

311. FIELD SURVEYS IN SOUTH AMERICA—Summer only (2-8)

Reconnaissance-type field survey of numerous regional and political units of South America. Experience in performing micro-studies of various rural and urban units of occupancy as an approach to understanding the lands and peoples of South America.

320. RESOURCES OF THE CONTINENTS—(3)

Survey of resource patterns of the continents. Detailed study of the continent of the student's choice. Much individual work.

321. THE MIDDLE EAST—(3)

Survey of the lands and peoples of southern and southeastern Asia. Consideration of resource and population patterns of individual, regional, and political units.

322. THE FAR EAST—(3)

Detailed development of the lands and peoples of eastern Asia with special emphasis on China, Japan, and the Philippine Islands. Role of the Far East in the economic and trade patterns of the world.

323. WESTERN EUROPE—(3)

A regional and economic development of the British Isles and continental Europe. Intensive investigations of resource, industrial, agricultural, and population patterns of Europe. Illustrated local units of occupancy.

327. CATOGRAPHY AND GRAPHICS—(3)

Graphic representation of statistical data. Chief types of graphs and their use at the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.

GERMAN

Students who have had only one year of high-school German begin with German 111; those with two years begin with German 115.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 24 to 32 hours, depending on whether high-school German is accepted in lieu of German 111 and 112.

Students electing German as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 16 to 24 hours, depending on whether high-school German is accepted in lieu of German 111 and 112. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

Note: Of the following courses, only German 111 and 112 will be offered in 1955-1956.

111 and 112. FIRST-YEAR GERMAN—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

113. FIRST-YEAR GERMAN—Summer only (8)

Intensive course in beginning German, completing a year's work in eight weeks. Pronunciation; essentials of grammar; reading of material of graded difficulty; exercises in hearing, speaking, and writing simple German.

115 and 116. SECOND-YEAR GERMAN—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. *Prerequisite:* German 112 or two years of high-school German.

211 and 212. MODERN GERMAN NOVEL—I (2) and II (2)

Rapid-reading in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. *Prerequisite:* German 116.

215 and 216. MODERN GERMAN DRAMA—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. *Prerequisite:* German 116.

221 and 222. SURVEY OF GERMAN LITERATURE—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. *Prerequisite:* German 116.

HEALTH AND PHYSICAL EDUCATION

Men and Women

RECREATIONAL ACTIVITIES REQUIREMENT

All students, except those taking Health and Physical Education for a first or second teaching field, are required to take a minimum of four semester hours in recreational activities courses. These courses are taken by students in their freshman and sophomore years and are indicated on the curricula as Recreational Activities. These required courses are chosen from the courses numbered 101 to 150.

Courses for men only have an M following the course title. Courses for women only have a W following the course title. Those courses which do not have an M or a W are for both men and women.

Not more than four semester hours of recreational activities courses (numbered 101 to 150) may be counted toward graduation by students who do not have a first or second teaching field in Health and Physical Education.

FIRST AND SECOND FIELD REQUIREMENTS

FOR MEN

Men electing a first teaching field in Health and Physical Education must complete the following courses: 151; 152; 153; 154; 181; 182; two courses of 205, 206, 207, 208; 231; 241; 281; 282; and electives in Health and Physical Education. Total: 37 hours.

Men electing a second teaching field in Health and Physical Education must complete the following courses: 151, 152, 181, 182, 231, 241 or 282, and electives in Health and Physical Education. Total: 24 hours.

FIRST AND SECOND FIELD REQUIREMENTS

FOR WOMEN

Women electing a first teaching field in Health and Physical Education must complete the following courses: 120, 122, 123, 155, 156, 157, 158, 160, 180, 181, 182, 222 or 223, 225, 235, 236, 241, 260, 282, 283, and electives in Health and Physical Education. Total: 37 hours.

Women electing a comprehensive field (both first and second field) in Health and Physical Education, to prepare to teach in both elementary and secondary schools, must complete the following courses: 120, 122, 123, 155, 156, 157, 158, 160, 180, 181, 182, 222, 223, 225, 235, 236, 241, 260, 282, 283, 290 and electives in Health and Physical Education. Total: 50 hours.

Women electing a second teaching field in Health and Physical Education must complete the following courses: 120, 155, 156, 157, 158, 160, 222 or 223, 225, 235, 236, 241, 260. Total: 22 hours.

COURSES FOR MEN AND WOMEN

Courses for men only are designated with an M after the course title. Courses for women only are designated with a W after the course title. Where no designation is made, courses are offered for both men and women. Recreational Activities courses for all students may be chosen from courses numbered 101 to 150.

101. TENNIS—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)

Beginning course in tennis stressing individual skills.

102. TENNIS—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)

Advanced course in tennis with emphasis on singles and doubles play. Open only to those who have completed Health and Physical Education 101 or its equivalent in playing experience.

103. BADMINTON—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Practical course in badminton arranged primarily for the beginning player.
105. ARCHERY—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Beginning course in archery stressing individual skills.
107. VOLLEYBALL—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Practicing the fundamentals of individual and team play.
109. GOLF—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Practical course in golf arranged primarily for the beginning player.
111. STUNTS AND TUMBLING—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Open to students who desire advanced training in gymnastics, apparatus, stunts, and tumbling.
113. SOFTBALL—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Practicing the fundamentals of individual and team play.
114. SOCCER—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Emphasis is upon the play of the individual and development of individual skills.
115. WRESTLING—M—I (1) or II (1)
Instruction and practice in the fundamental skills of beginning wrestling.
116. SOCIAL GAMES FOR RECREATION—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Activities for social gatherings and parties, and entertainment for school and community groups. This course may be used as a substitute for recreational activities 119.
117. TOUCH FOOTBALL—M—I ($\frac{1}{2}$)
Practice and the development of fundamental skills in football types of games.
118. BASKETBALL—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Emphasis is upon the play of the individual and development of individual skills.
119. ADAPTED RECREATIONAL ACTIVITIES—M—I ($\frac{1}{2}$) or II ($\frac{1}{2}$)
Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.
120. FOLK AND SOCIAL DANCE—I (1) or II (1)
Development of knowledge and skill in folk and national dances, American country dances, and social dancing, suitable for use on all age levels.
121. ADVANCED FOLK AND SQUARE DANCE—I (1) or II (1)
Participation in a variety of advanced folk, national, round, and square dances for schools and adult recreational groups. Opportunities for practice in square dance calling. *Prerequisite:* Health and Physical Education 120.
122. RHYTHMS FOR ELEMENTARY SCHOOLS—I (1) or II (1)
Development of knowledge and skill in teaching rhythmic activities for elementary-school children. Observation of children's rhythms classes.

123. ELEMENTARY MODERN DANCE—I (1) or II (1)

Basic movement vocabulary with exploration in movement sequences. Individual and group studies in elements of composition.

124. INTERMEDIATE MODERN DANCE—W—I (1) or II (1)

More advanced techniques with special emphasis on the development of movement themes as related to specific content. Individual and group experience in advanced rhythms and percussion accompaniment. *Prerequisite:* Health and Physical Education 123.

125. DANCE COMPOSITION—W—I (1) or II (1)

Experience in several forms of group and individual composition in dance, including a study of elements of production: choreography, costume, lighting and stage design; utilization of varied types of accompaniment. *Prerequisite:* Health and Physical Education 124.

127. SWIMMING AND DIVING—I (1) or II (1)

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

128. SWIMMING AND DIVING—I (1) or II (1)

Continuation of Health and Physical Education 127 for those persons needing additional instruction and practice before taking a more advanced course.

129. INTERMEDIATE SWIMMING AND DIVING—I (1) or II (1)

Arranged primarily for intermediates in swimming and diving.

130. ADVANCED SWIMMING—I (1) or II (1)

Arranged primarily for the advanced swimmer to improve strokes and increase endurance. Experience in basic synchronized swimming techniques: hybrid strokes, stunts, formations, and aquaography.

131. LIFE SAVING AND WATER SAFETY—I (1) or II (1)

Work leading to certification by Red Cross. For deep water swimmers only.

135. BEGINNING TENNIS AND VOLLEYBALL—W—I (1)

Fundamental skills, knowledge, and strategy of beginning tennis and volleyball.

136. BODY MECHANICS AND SOFTBALL—W—II (1)

Understanding of principles and practice in movements involved in daily activities. Knowledge and basic skills of softball.

137. INTERMEDIATE TENNIS AND BADMINTON—W—I (1)

Intermediate and advanced tennis skills and strategy. Knowledge and fundamental skills of badminton.

138. RECREATIONAL GAMES AND GOLF—W—II (1)

Basic skills and knowledge of golf and such recreational sports as aerial darts, deck tennis, shuffleboard, and table tennis.

139. FIELD HOCKEY AND BASKETBALL—W—I (1)

Knowledge, skills and team strategy of field hockey and basketball.

140. ADAPTED RECREATIONAL ACTIVITIES—W—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

151 and 152. PHYSICAL EDUCATION ACTIVITIES—M—I (3) and II (3)

Basic seasonal developmental activities.

153 and 154. PHYSICAL EDUCATION ACTIVITIES—M—I (2) and II (2)

Continuation of Health and Physical Education 151 and 152, extending the student's knowledge and skill in a wider variety of activities.

155 and 156. PHYSICAL EDUCATION ACTIVITIES—W—I (2) and II (2)

Development of fundamental skills in individual and team activities.

157 and 158. PHYSICAL EDUCATION ACTIVITIES—W—I (2) and II (2)

Continuation of Health and Physical Education 155 and 156, extending the student's knowledge and skill in a wider variety of activities.

160. FUNDAMENTALS OF RHYTHM—I (2)

Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms. *Prerequisite:* Health and Physical Education 120.

171. SCOUTING—M—I (3) or II (3)

Approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

172. CAMP LEADERSHIP—I (3) or II (3)

Training for camp counselorships. Practice in woodcraft skills.

173. INTRODUCTION TO RECREATION—I (3) or II (3)

Background, development, scope, and present status of recreation. Standards, problems, and relationships involved in public, private, and coordinated school-community programs. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. The program; methods of organizing and conducting group activities.

174. SCHOOL-COMMUNITY RECREATION—I (3) or II (3)

Special problems in the development of school and community recreation. Practical work with such activities as games, party and outing events, crafts with simple materials, group singing, story-telling, hobby interests, and other leisure pursuits. Practical work in planning and conducting recreation. *Prerequisite:* Health and Physical Education 173.

180. FIRST AID—I (2) or II (2)

Standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

181. ANATOMY AND PHYSIOLOGY—I (3) or II (3)

The gross structure and the physiology of the human body.

182. ANATOMY AND PHYSIOLOGY—I (3) or II (3)

A continuation of Health and Physical Education 181. *Prerequisite:* Health and Physical Education 181.

192. METHODS AND MATERIALS IN PHYSICAL ACTIVITIES—W—Summer only (3)

Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

193. HEALTH AND PHYSICAL EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)
See page 165 for description.
201. SPORTS OFFICIATING—M—I (2)
Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports. *Prerequisite:* Health and Physical Education 153 and 154.
202. SPORTS OFFICIATING—M—II (2)
Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports. *Prerequisite:* Health and Physical Education 153 and 154.
- 203 and 204. OFFICIATING—W—I (1) and II (1)
Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and certification to all who qualify will be granted by the national boards: the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.
205. FOOTBALL COACHING—M—I (3)
Professional preparation of coaches in football.
206. BASEBALL COACHING—M—II (3)
Professional preparation of coaches in baseball.
207. BASKETBALL COACHING—M—I (3)
Professional preparation of coaches in basketball.
208. TRACK AND FIELD—M—II (3)
Professional preparation of coaches in track and field.
221. PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS—I (3) or II (3)
Factors essential to program planning in physical education on the elementary level. This course is arranged primarily to aid teachers in service to meet the problems involved in planning the elementary physical education program. Students who have completed Health and Physical Education 222 or 223 may not take this course for credit. Offered in extension class.
222. PHYSICAL EDUCATION FOR LOWER GRADES—I (2) or II (2)
Factors essential to program planning in physical education in grades one through four. Types and gradations of activities included.
223. PHYSICAL EDUCATION FOR UPPER GRADES—I (2) or II (2)
Factors essential to program planning in physical education in grades five through eight. Types and gradations of activities included.
224. PHYSICAL EDUCATION FOR JUNIOR HIGH SCHOOLS—I (2) or II (2)
Factors essential to program planning in physical education for the junior high school. Types and gradations of activities included.
225. PHYSICAL EDUCATION FOR SECONDARY SCHOOLS—I (3) or II (3)
Factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

231. INTRAMURAL MANAGEMENT—M—I (2) and II (2)

Practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

235 and 236. PARTICIPATION IN TEACHING TECHNIQUES—W—I (1) and II (1)

Introduction to teaching techniques through directed observation and participation. *Prerequisite:* Health and Physical Education 157 and 158 or concurrent registration.

240. HISTORY OF PHYSICAL EDUCATION—II (2)

Physical education in ancient and modern times. Particular attention is given to the development of modern athletic sports.

241. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—I (2) or II (2)

Factors concerning the administration of a physical education program at the elementary and secondary level.

242. PRINCIPLES OF PHYSICAL EDUCATION—II (2)

Basic facts underlying physical education; its aims and objectives; the place of physical education in American life.

245. PHYSICAL EDUCATION FOR HANDICAPPED CHILDREN—I (2) or II (2)

Materials and methods for those planning to direct the recreational program of handicapped children and adolescents. Activities appropriate for various age levels and various types of handicap. Planned primarily for teachers of exceptional children and physical education.

246. CAMP EXPERIENCE WITH PHYSICALLY HANDICAPPED—Summer only (1, 2 or 3)

Actual experience as a counselor in a summer camp for physically handicapped children. Conferences and discussions on planning the child's day; general organization of activities camp equipment and program. *Prerequisite:* Approval of the Directors of the Divisions of Special Education and Health and Physical Education.

247. SWIMMING FOR HANDICAPPED CHILDREN—I (1) or II (1)

Study of adaptations in techniques of swimming for handicapped children. Actual experience will be provided in cooperation with the Red Cross in teaching swimming to the handicapped children in the community. Must have Water Safety certificate.

260. DANCE TECHNIQUES—W—II (2)

Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; practice in perfecting dance techniques. *Prerequisite:* Health and Physical Education 160.

280. INSTRUCTOR'S FIRST AID—I (2) or II (2)

Open to seniors who have completed the American Red Cross Standard and Advanced first aid courses. *Prerequisite:* Health and Physical Education 180.

281. GROWTH AND DEVELOPMENT—I (2)

The growth and development of the child as related to physical education. *Prerequisite:* Health and Physical education 182.

282. KINESIOLOGY—I (3) or II (3)

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in the teaching of physical education activities. *Prerequisite:* Health and Physical Education 181 and 182.

283. BODY MECHANICS AND CORRECTIVE PROCEDURES—I (2) or II (2)

Methods, materials, and activities appropriate for the body mechanics program in elementary and secondary schools. *Prerequisite:* Health and Physical Education 282.

284. DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES—M—II (2)

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. *Prerequisite:* Health and Physical Education 182.

285. REHABILITATION OF THE PHYSICALLY HANDICAPPED—I (2)

Special services, equipment, and activities used in the rehabilitation of physically-handicapped children. Case studies, observation, and demonstration. *Prerequisite:* Biological Science 246.

290. EVALUATION OF MOTOR PERFORMANCE—I (3) or II (3)

Analysis of motor performance, using subjective ratings and achievement tests. Construction and evaluation of knowledge tests.

293. HEALTH AND PHYSICAL EDUCATION WORKSHOP—I (3 or 6) or II (3 or 6)

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301. EVALUATION TECHNIQUES IN PHYSICAL EDUCATION—(3)

Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results. Each student will be required to do a portion of a testing project for elementary or secondary school.

302. TEACHING OF PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL—(2)

Consideration of the underlying principles and purposes of physical education in the conduct of the elementary school program. Critical analysis of teaching materials and techniques for the classroom teacher.

304. TEACHING OF SPORTS ACTIVITIES—(2)

Teaching methods, officiating, organization, safety precautions, and selection and care of equipment for selected sports.

305. TEACHING OF SPORTS ACTIVITIES—(2)

Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the spring and summer months.

308. TEACHING OF RHYTHMIC ACTIVITIES—(2)

Evaluation of dance methods for elementary and secondary school situations; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance in actual school situations.

309. STUDIES IN DANCE—(2)

Progressive experiences in individual and group composition; study of problems in planning and direction of dance recitals and demonstrations; organization and supervision of dance clubs and extracurricular dance activities; theory of dance; studies in design and rhythm.

320. ORGANIZATION AND ADMINISTRATION OF RECREATION—(3)

Factors concerning the organization and administration of a recreation program; course designed to meet the needs of the administrators of town, community, or school recreational programs.

322. WORKSHOP IN RECREATION AND CAMPING—(3)

Preparation of materials for use in recreation and camping situations; sources for obtaining materials, and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

324. CAMPING ADMINISTRATION—(2)

Functions and principles of camp administration in organizational and private camps.

341. PROBLEMS IN ADMINISTRATION OF SPORTS—(3)

Critical analysis of the current problems that confront the director of physical education in the organization and administration of sports activities with special reference to national, state, and local control.

HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: 106; 110; six hours of 111, 113, and 216; 120; 121 and/or 122; 123; 124; 130; 131; 132; 212; 236; 238; 240; 244; Art 111. Total: 44 hours.

Home Economics 110 is not required of students who enter as sophomores, juniors or seniors.

Students electing Home Economics as a major teaching field take nine hours in Biological and Physical Sciences in addition to Biological Science 105, chosen under the direction of the Head of the Department of Home Economics. The nine hours may replace Natural Science Survey 109 and 110.

Students electing a comprehensive field in Home Economics are not required to take a second field in another department. In addition to the requirements for the first teaching field, the student must complete Home Economics 211, 231, 235, 250, and electives. Total: 56 hours. The following courses may be used toward the 56 hours: Art 109, 116, 126, 140, 211; Industrial Arts 122; Social Science 166, 261, 262.

Students completing a first teaching field in Home Economics may elect a second teaching field in General Science. The requirements are: Biological Science 105, 111, 112, 211; Physical Science 120, 132, 252.

The second teaching field in Home Economics emphasizes the area of family-life education. Students electing Home Economics as a second teaching field take as a minimum the following courses: 106; 111 or 113; 120; three hours of 121 or 122; 130; 131; 136; 238. Total: 22 hours.

106. NUTRITION—I (2) or II (2)

A survey of the Nutritional needs of the college student and his family. Includes knowledge of composition of foods to insure wise consumer buying. Parallels or precedes Meal Planning 111. Special section, with laboratory, for students on Elementary and Special Education; emphasis on nutrition in the school lunch program with units suitable at each grade level. Special section, with laboratory, arranged for students taking nurses training; emphasis on fundamental principles of nutrition and dietetics and preparation of meals for the individual and the family.

110. INTRODUCTION TO HOME ECONOMICS—I (1) or II (1)

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111. MEAL PLANNING—I (3) or II (3)

Selection, preparation and service of breakfasts and luncheons for the family. Includes preservation of foods. Planned for students with little or no previous high school courses in meal preparation. Parallels or follows Home Economics 106.

113. MEAL PLANNING—I (3) or II (3)

Selection, preparation, and service of dinners for the family; including nutritive needs, consumer buying, and meal management. *Prerequisite:* Home Economics 111.

120. INTRODUCTION TO TEXTILES—I (2) or II (2)

Emphasizes the consumer approach to the intelligent judgment of textile products for the home and for the wardrobe; how the current market situation affects values; also the importance of finishes, standardization and labels.

121. BEGINNING CLOTHING—I (3) or II (3)

Basic fundamentals of the selection of fabrics and patterns; the interpretation and use of commercial patterns; the basic principles of construction and fitting; work with easy-to-handle textures. For those who have had very little or no experience.

122. CLOTHING—I (3) or II (3)

Emphasizes the organization and management of a clothing project; wardrobe planning, shopping, expediency of laboratory procedures; construction and fitting; evaluation of ready mades. For those with some experience.

123. COSTUME DESIGN—I (2) or II (2)

Essentials of design applied to dress. Discriminating judgment in selection of appropriate clothes for wardrobe needs of the individual.

124. CLOTHING—I (3) or II (3)

Use of more difficult-to-handle textures; attention given to detail features. Independence in fitting ability and speed maintaining good standards; clothing for the family. *Prerequisite:* Home Economics 121 and/or 122.

130. THE CHILD—I (3) or II (3)

Prenatal care; the physical, mental, emotional, and social behavior of young children in the home and other situations involving children.

131. MARRIAGE AND THE FAMILY—I (3) or II (3)

Marriage and the family with emphasis on mate selection, preparation for marriage, legal aspects of marriage and present day family life with emphasis on the home as it affects the development of the family and its individual members.

132. HOME MANAGEMENT—I (3) or II (3)

Principles of management in the home; management of money, time, and energy in relation to family living.

136. HOME MANAGEMENT EXPERIENCES—I (3) or II (3)

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. *Prerequisite:* Home Economics 111 or 113.

211. NUTRITION AND DIETETICS—I (2)

Principles of nutrition applied to the family. Practice in planning, adjusting and preparing dietaries for specific needs of individuals. *Prerequisite:* Home Economics 113.

212. FAMILY HEALTH AND HOME NURSING—II (2)

Application of the scientific principles of nutrition to the needs of the child at different ages. Includes a unit in home nursing. *Prerequisite:* Home Economics 106.

213. FOOD CUSTOMS AROUND THE WORLD—II (2)

An appreciation course considering the food customs of other nations and how they have influenced American meal patterns. Includes laboratory preparation.

216. FOOD INVESTIGATIONS—I (3) or II (3)

Opportunity is given the student to do preliminary research into various cookery problems according to needs and interests. Evaluation of present accepted methods is challenged and revised. *Prerequisite:* Home Economics 113.

217. QUANTITY COOKERY—I (2)

Designed to give experience in the preparation and serving of foods in large quantities, menu planning, food costs, and use of institutional equipment.

218. SCHOOL FOOD SERVICE—II (2)

Organization, administration, buying, food costs, menu planning, and equipment for special meals and school cafeteria service.

220. DEMONSTRATION COOKERY—II (2)

Development of desirable techniques and standards for the use of the demonstration method of presentation of food preparation. Critical evaluation of individual and team demonstrations suitable for use in teaching, club work and adult education classes. *Prerequisite:* Home Economics 113.

221. TAILORING—I (3)

Suit and coat making, fully lined, using recognized tailoring techniques; emphasizes the complete costume and comparative ready made products. *Prerequisite:* Home Economics 124.

222. PROBLEMS IN CLOTHING—II (3)

Economics of clothing; children's clothing, possible refresher experiences of advanced construction experiences including pattern making or draping. *Prerequisite:* Home Economics 124.

223. ADVANCED TEXTILES—I (2)

Survey of recent developments in the textile field, particularly the man-made fibers and their products. Attention given to the textile market situation's significance to the consumers. *Prerequisite:* Home Economics 120.

231. FAMILY RELATIONSHIPS—I (2)

Factors that promote satisfaction in democratic family living and the inter-relationships of the family and the community. Includes the teaching of Family Relationships in secondary schools.

235. CONSUMER ECONOMICS—I (2) or II (2)

Problems of the consumer in buying goods and services to satisfy needs and wants; methods of improving consumer buying.

236. HOME MANAGEMENT HOUSE—I (3) or II (3)

Principles underlying management of a home are put into practice during nine weeks residence in the home management house. There is direct experience in management and sharing in the various activities involved in the group living of the student in residence. *Prerequisite:* 131; 132.

237. SLIP COVERS AND DRAPERIES—II (2)

The selection of effective, smart color and pattern for specific situations with regard to the serviceability of fabric for wear and cleaning. Student furnishes own projects preferably. *Prerequisite:* Some experience in sewing.

238. HOUSING AND HOME FURNISHING—I (3) or II (3)

Significance of community planning; recognition of issues considered in determining housing for the American family; room relationship, financing, modern methods and materials. The home environment; its part in developing a satisfactory home with reference to efficiency, beauty, comfort and economy.

240. HOUSEHOLD EQUIPMENT—I (2) or II (2)

Principles which should guide in the selection, operation, care and convenient arrangement of equipment in the home.

244. PHILOSOPHY AND ORGANIZATION OF VOCATIONAL HOME ECONOMICS—II (3)

Growth and development of the home economics movement, including vocational legislation, and the philosophy and organization of vocation programs. Includes observation and participation in typical high school and adult home economics classes.

250. CHILD DEVELOPMENT AND GUIDANCE—I (2) or II (2)

Significant areas of research as it contributes to the understanding and guidance of child behavior.

301. EVALUATION IN HOME ECONOMICS—(2)

Examination of various concepts of evaluation; basic principles involved. Study of methods and techniques. Opportunity to work on individual problems.

304. ADVANCED HOME MANAGEMENT AND HOUSEHOLD EQUIPMENT—(3)

Family planning, organizing, directing and co-ordinating of material and human resources to achieve predetermined conceptions of a satisfactory home.

308. FAMILY AND CHILD DEVELOPMENT—(3)

Fundamental and current problems regarding the child and the family. Students will obtain practice in problem solving and committee projects.

312. ADVANCED PROBLEMS IN FOOD INVESTIGATION—(3)

A survey of methods used in the experimental study of foods and food preparation. Opportunity for individual and small group investigations.

INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: 111; 113 or 114; 108 or 127; 121; 132; 141; 151; 262; three courses from 131; 142; 152; 223; and electives in Industrial Arts. Electives should provide a minimum of eight semester hours in three of the areas of drawing, electricity, graphic arts, metals or woods. Total: 37 hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: 111; 113 or 114; 121; 132; 141; 262 and electives in Industrial Arts. Electives should provide a minimum of eight semester hours in one of the areas of drawing, electricity, graphic arts; metals or woods. Total: 24 hours.

Students may, with permission of the Industrial Arts Department, select a comprehensive teaching field in Industrial Arts instead of teaching fields in two departments. Students selecting the comprehensive program will take as a minimum the following courses: 108; 111; 113; 114; 121; 127; 131; 132; 141; 142; 151; 152; 223; 262; and approved electives in Industrial Arts, or related courses in Art and in other departments. Electives to provide a minimum of eight semester hours in four of the areas of drawing, electricity, graphic arts, metals and woods. Total: 60 hours.

For purposes of clarification regarding the areas mentioned above, the following courses are interpreted as being in the areas indicated: drawing, 111, 113, 114, 211, 212; electricity, 141, 142, 241, 242; graphic arts, 151, 152, 251, 252; metals, 131, 132, 231, 232, 233; woods, 121, 122, 221, 223, 224, 226.

108. STRUCTURAL DESIGN—I (2) or II (2)

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

111. TECHNICAL DRAFTING—I (3) or II (3)

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in technical drafting.

113. DESCRIPTIVE DEVELOPMENTAL DRAFTING—I (3)

Fundamentals of descriptive geometry and the specialized drafting methods used in sheetmetal layout. *Prerequisite:* Industrial Arts 111.

114. TECHNICAL DRAFTING—II (2)

Continuation of Technical Drafting 111 extending the students' knowledge and skills in the development of detail, assembly, and special drawing. *Prerequisite:* Industrial Arts 111.

121. GENERAL WOODWORK—I (3) or II (3)

Fundamental principles and practices of woodworking. Special emphasis is put on the analysis and planning of projects.

122. FURNITURE UPHOLSTERING AND FINISHING—I (3)

Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127. CRAFTS—I (2) or II (2)

Opportunity for students interested in crafts work to obtain skills and information in the use of hand tools, materials, and processes. Emphasis placed on projects suitable for classroom and recreational activities. Designed to meet the needs of students with no previous school shop experience as well as for students in Industrial Arts.

131. GENERAL METALWORK—I (2) or II (2)

Basic information, processes, and safety in benchwork, casting, machine work, heat treating and plumbing.

132. GENERAL METALWORK—I (3) or II (3)

Basic information, processes, and safety in forging, sheetmetal, ornamental iron work, oxy-acetylene and arc welding.

141. APPLIED ELECTRICITY—I (3) or II (3)

Elementary electrical theory followed by laboratory practice. Projects selected for use in teaching and demonstration.

142. RESIDENTIAL WIRING—II (2)

Basic information, processes, and safety in the installation and use of residential wiring circuits.

151. GRAPHIC ARTS—I (3) or II (3)

General survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in these fields who wish to gain knowledge and skill in certain graphic arts processes. Students who have had Industrial Arts 153 may not take this course for credit.

152. GRAPHIC ARTS—II (2)

Continuation of typographical processes presented in Graphic Arts 151. Problems in advanced composition and make-up, printing presses and other machinery, advanced lock-up and layouts, and formats of publications. Laboratory work includes make-up and printing of high school paper. *Prerequisite:* Industrial Arts 151.

153. TYPOGRAPHY—I (2) or II (2)

Introduction to practical printing problems, with laboratory work in the printshop. History, classification, and physical characteristics of type, with

emphasis upon newspaper composition. Students who have had Industrial Arts 151 may not take this course for credit.

200. GENERAL SHOP—I (3)

Practical experiences in the basic activities, organization and operation of the industrial arts comprehensive general shop. *Prerequisite:* Eleven semester hours of industrial arts from a minimum of three areas.

211. ARCHITECTURAL DRAFTING—I (4)

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. *Prerequisite:* Industrial Arts 111.

212. MACHINE DESIGN—II (3)

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. *Prerequisite:* Industrial Arts 114.

221. CARPENTRY AND BUILDING CONSTRUCTION—II (3)

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223. WOODWORKING—I (3) or II (3)

Set-up, operation, and care of woodworking machines in case goods construction. *Prerequisite:* Industrial Arts 121.

224. GENERAL FINISHING—I (2)

Finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226. CABINET AND FURNITURE CONSTRUCTION—II (3)

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. *Prerequisite:* Industrial Arts 223.

231. MACHINE SHOP PRACTICE—I (3) or II (3)

Computing data for, practice in setting up, and operating the lathe, milling machine, shaper, grinder, and drill press; advanced benchwork. *Prerequisite:* Industrial Arts 131.

232. SHEETMETAL AND WELDING—II (2)

Information and practice of an advanced nature in sheetmetal and welding with respect to introducing these areas in the general shop. *Prerequisite:* Industrial Arts 132.

233. MACHINE SHOP PRACTICE—I (3) or II (3)

Machine repair, design, and construction, with special emphasis on set-up computations. *Prerequisite:* Industrial Arts 231 and 232.

241. ELECTRICAL APPLIANCE REPAIR—I (2)

Techniques and safe practices with respect to the inspection, maintenance, and repair of electrical appliances and machines. *Prerequisite:* Industrial Arts 141.

242. INTRODUCTION TO RADIO SERVICING—II (3)

Continuation of 241. Radio theory followed by laboratory practice in techniques and safety in the maintenance and repair of electronic equipment. *Prerequisite:* Industrial Arts 241.

251. PRINTING—I (3) or II (3)

Imposition, cylinder presswork, stock cutting and handling, bindery work, job estimating, and trade customs of printing supplies; admission by consent of instructor. Hours for conferences to be assigned. *Prerequisite:* Industrial Arts 151 and 152, or 151 and practical experiences in printing.

252. PRINTING—I (2) or II (2)

Linotype composition and maintenance. Arrangements similar to those for Industrial Arts 251. *Prerequisite:* Practical experience in linotype operation or Industrial Arts 151 and 152.

262. PROBLEMS IN INDUSTRIAL ARTS—II (2)

Problems that confront the teacher of industrial arts in the organization and management of the school shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Students who have had Industrial Arts 266 may not take this course for credit. *Prerequisite:* Eleven semester hours of industrial arts.

267. DRIVER EDUCATION—I (3) or II (3)

Designed to acquaint secondary-school teachers with the available instructional materials in this field of safety education and the methods of presenting such materials in the classroom and in practice driving. Laboratory practice will include psycho-physical tests, basic maneuvers and traffic fundamentals. Open to drivers and learners.

269. PRINCIPLES OF SAFETY EDUCATION—I (3)

General safety and hazards of modern life and the various means for promoting safety in the school and in the community.

300. CONTEMPORARY INDUSTRIAL ARTS EDUCATION—(2)

Prominent leaders and analysis of trends in industrial arts education.

310. INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL—(2)

Educational principles underlying industrial arts and their application in the elementary activity program.

321. PRINCIPLES OF GENERAL SHOP ORGANIZATION—(2)

Organizing and teaching industrial arts in the general shop.

332. MATERIALS AND METHODS OF TEACHING SAFETY—(2)

Materials and safety measures appropriate for schools, recreation, and traffic.

LATIN

Students who have had less than two years of high-school Latin take Latin 107 and 108; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Credit is not given for Latin 107 unless Latin 108 is completed.

Students electing Latin as a first teaching field take as a minimum the follow-

ing courses: 111, 112, 113, 114, and electives in Latin. Total: 24 to 32 hours, depending on whether high-school Latin is accepted in lieu of Latin 111 and 112.

Students electing Latin as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 16 to 24 hours, depending on whether high-school Latin is accepted in lieu of Latin 111 and 112. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

107 and 108. BEGINNING LATIN—I (4) and II (4)

The equivalent of the first two years of high-school Latin, planned especially for students who wish to be Latin teachers but had no opportunity for Latin study in high school.

109. INTENSIVE LATIN—Summer only (8)

An intensive course in beginning Latin, offering the equivalent of the first two years of high-school Latin in a course on the college level. Stress on the basic fundamentals of language formation and use, together with some etymological studies and civilization materials in order to enable the student to read and comprehend simple Latin. This course (without credit) could serve as a refresher course for those people who, after an interval of some years, are to teach Latin as a second or third field.

111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin. *Prerequisite*: Latin 109 or two years of high-school Latin.

112. VERGIL—II (4)

Aeneid, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. *Prerequisite*: Latin 111 or three years of high-school Latin.

113. LATIN PROSE COMPOSITION—I (4)

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. *Prerequisite*: Latin 112 or three years of high-school Latin.

114. LIVY—II (4)

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. *Prerequisite*: Latin 113.

211. CICERO'S ESSAYS—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. *Prerequisite*: Latin 113 or 114.

212. PLAUTUS AND TERENCE—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. *Prerequisite:* Latin 114.

215. HORACE, ODES AND EPODES—I (2) or II (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. *Prerequisite:* Latin 114.

216. HORACE, SATIRES AND EPISTLES—I (2) or II (2)

Continuation of Latin 215. *Prerequisite:* Latin 215.

217. SENECA'S TRAGEDIES—I (2) or II (2)

Troades and the *Medea*; the influence of Seneca on later writers. *Prerequisite:* Latin 114.

218. TACITUS—I (2) or II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period. *Prerequisite:* Latin 114.

221. PLINY'S EPISTLES—I (2) or II (2)

Prose of the Silver period. *Prerequisite:* Latin 114.

222. MARTIAL'S EPIGRAMS—I (2) or II (2)

Reading of Latin poetry and a study of social life under the emperors. *Prerequisite:* Latin 114.

225. LATIN-ENGLISH ETYMOLOGY—I (2) or II (2)

Relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Offered 1951-52. *Prerequisite:* Eight hours of college Latin.

226. ROMAN CIVILIZATION—I (2) or II (2)

Background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field. Offered 1951-52. *Prerequisite:* Eight hours of college Latin.

231. OVID, METAMORPHOSES—I (3) or II (3)

Translation, scansion, and reading of the passages most helpful to the teacher of Latin. *Prerequisite:* Five years of Latin or Latin 114.

232. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—I (3) or II (3)

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. *Prerequisite:* Latin 114.

301. HISTORY OF LATIN LITERATURE—(3)

Development of Latin literature from its beginning to the close of the Republic. Translation of representative selections from the writers of this period.

302. HISTORY OF LATIN LITERATURE—(3)

Special attention to the works of writers of the Empire period.

LIBRARY

The School Library Service program is planned for (1) students who wish to prepare for positions as school librarians in Illinois elementary schools, secondary schools, or in community unit districts, (2) teachers who wish to be fully acquainted with books and materials for children and young people, and (3) school administrators who wish to explore the place of books and libraries in the school's instructional program.

Students in the secondary program electing School Library Service as a second teaching field should take 212, 213, 214, 252, 253, 254, and five hours of student teaching in an acceptable high school library. Education 240 and Social Science 261 are strongly recommended as electives for the field.

Students who wish to qualify as elementary school librarians should take 102, 202, 216, 252, 253, and 254. They should have student teaching in an acceptable school library and Education 240.

Students preparing for the new field of community unit-district librarian must have 202, 212, 213, 214, 216, 252, 253, and 254. They should have student teaching in an acceptable library.

Courses in Library may be used as electives in education.

102. FOLK LITERATURE FOR CHILDREN—I (3)

Traditional fairy and folk tales, myths, legends, and fables with stress on editions suited to children. Stories analyzed as to their place in the modern curriculum. This course is also offered as English 102.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Prose literature for children with emphasis on children's recreational and educational reading interests. Attention to illustration of children's books of the nineteenth and twentieth centuries, to publishers and reviewing media. *Prerequisite:* Library 102 or English 102. This course is also offered as English 202.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and materials for the school; selection principles and aids for reference books; selection and evaluation of periodicals, free and inexpensive pamphlet material; methods of training students to use books and library materials.

213. EVALUATION OF BOOKS FOR YOUTH—I (3)

Evaluation of informational books for secondary schools stressing importance of authorship, publisher and physical make-up; principles of book selection; familiarity with selection tools; the use of the book in the curriculum.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

Interest, abilities and reading characteristics of the adolescent as determined by significant research studies in reading; acquaintance with and appreciation of recreational books on various reading levels; realization of the importance of recreational books in the enriched curriculum; the place of reading in the lives of young people, and the methods of stimulating and guiding their reading. Selection and evaluation of series and editions.

216. INFORMATIONAL BOOKS—II (3)

Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

242. EXPERIENCING BOOKS THROUGH SPEECH ACTIVITIES—II (3)

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. *Prerequisite:* Speech 110 and English or Library 202. This course is also offered as Speech 242.

252. PROCESSING OF LIBRARY MATERIALS—I (3)

Acquiring and preparing of library materials for use and circulation. Instruction and practice in classification and cataloging. The importance of the card catalog as a teaching tool and as an index to all library materials.

253. SCHOOL LIBRARY FUNCTIONS—II (3)

Standards of library service. Planning, organizing, administering and publicizing the school library.

254. LIBRARY IN SOCIETY AND THE SCHOOL—I (2)

The development of libraries, their educational and cultural role and place in the school.

MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: 107 or 109, 111, 112, 115, 116, 211, 212, 220, 232, and electives in Mathematics in courses numbered 200 or more. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: 107 or 109, 111, 112, 115, 116, 211, 220, and an elective course in Mathematics of two hours numbered 200 or more. Total: 24 hours. Programs in Mathematics are made to meet the needs of individual students. Any sequence of courses may be modified with the approval of the Head of the Department of Mathematics and the Dean of the University.

College Geometry 211 and History of Mathematics 220 must have been completed before or must be taken concurrently with student teaching in mathematics.

101. ARITHMETIC IN MODERN LIFE—I (3) or II (3)

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

102. MATHEMATICS FOR GENERAL EDUCATION—I (3) or II (3)

Development of appreciation of the meaning, scope, and power of mathematics through (1) study of quantitative thinking, (2) analysis of some basic concepts of mathematics, and (3) the historical development of elementary mathematics. Problem material selected to emphasize correlation with other subject matter areas.

106. SOLID GEOMETRY—II (2)

Students electing Mathematics as a first or second teaching field are expected to complete this course if they have not taken solid geometry in high school.

107. ALGEBRA—I (5)

Includes topics of high school advanced algebra (third semester of high school algebra) and also the subject matter included in Mathematics 109. For students who have had only one year of high school algebra.

109. COLLEGE ALGEBRA—I (3) or II (3)

Includes topics regularly taught in College Algebra. Students may not receive credit in both this course and Mathematics 107. *Prerequisite:* One and one-half units of high school algebra.

111. TRIGONOMETRY—I (3) or II (3)

A standard course in plane trigonometry with an introduction to spherical trigonometry. *Prerequisite:* One and one-half units of high school algebra, or Mathematics 107 or registration therein; and one year of high school geometry.

112. ANALYTIC GEOMETRY—I (4) or II (4)

Plane analytic geometry with an introduction to solid analytic geometry. *Prerequisite:* Mathematics 107 or 109, and 111 or registration therein.

115. DIFFERENTIAL CALCULUS—I (4) or II (4)

Elements of the differential calculus and applications selected from many fields of study. Graphs of functions, maximum and minimum values of functions, rates, approximating roots of equations, partial differentiation, and an introduction to the geometry of space. *Prerequisite:* Mathematics 112.

116. INTEGRAL CALCULUS—I (4) or II (4)

Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. *Prerequisite:* Mathematics 115.

193. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

201. FOUNDATIONS IN ARITHMETIC—I (2) or II (2)

Background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. *Prerequisite:* Mathematics 101 or 102. Students who have a first or second field in Mathematics are not required to meet this prerequisite.

202. SELECTED TOPICS IN ARITHMETIC—I (2) or II (2)

Topics in Mathematics 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. *Prerequisite:* Mathematics 201 or experience in teaching arithmetic. Students who have a first or second teaching field in Mathematics are not required to meet this prerequisite.

211. COLLEGE GEOMETRY—I (2)

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. *Prerequisite:* Mathematics 115.

212. COLLEGE GEOMETRY—II (2)

A continuation of Mathematics 211, with an introduction to projective geometry. Emphasis on the analytical proofs of many theorems. *Prerequisite:* Mathematics 211.

213. NON-EUCLIDEAN GEOMETRY—I (2) or II (2)

Introduction to the geometries of Bolyai, Lobachevsky, and Riemann. An understanding of Non-Euclidean geometry gives a better appreciation of the meaning and purpose of Euclidean geometry. *Prerequisite:* Mathematics 211.

214. ADVANCED COLLEGE ALGEBRA—I (2) or II (2)

Theory of choice and chance, the cubic and biquadratic equations, differential series, and continued fractions. *Prerequisite:* Mathematics 107 or 109.

220. INTRODUCTION TO THE HISTORY OF MATHEMATICS—I (2) or II (2)

Chronological survey of the growth of mathematics dealing with persons who have made outstanding contributions to elementary mathematics; a detailed study of the development of the special subjects of mathematics through the first steps of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high-school mathematics. *Prerequisite:* Mathematics 116.

230. SURVEY OF MATHEMATICS—I (2) or II (2)

Critique of high-school and college mathematics. An intensive survey of the processes, operations, and applications of mathematics. *Prerequisite:* Mathematics 116.

232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

Solution of problems selected from many fields of study. Theory of envelopes and evolutes, maximum and minimum values of functions of two or more variables, series and expansion of functions, fundamental theorem of the integral calculus, Rolle's theorem, mean value theorem, indeterminate forms, curvature, hyperbolic functions, and an introduction to elliptic integrals. *Prerequisite:* Mathematics 116.

240. INTRODUCTION TO DIFFERENTIAL EQUATIONS—I (2) or II (2)

Solutions of elementary differential equations, with simple applications. *Prerequisite:* Mathematics 116.

250. INTRODUCTION TO STATISTICS—I (2) or II (2)

Errors in calculation and measurement, how to classify data, different kinds of averages and their uses, frequency distributions, meaning of dispersion and its measurement, regression or trend lines, meaning of correlation, the point binomial and the probability curve. For teachers who desire to be able to meet more fully the growing demand for statistical work of an elementary nature in high-school and junior-college classes. *Prerequisite:* Mathematics 107 or 109.

251. INTRODUCTION TO THE THEORY OF EQUATIONS—I (2) or II (2)

General properties of equations, Sturm's theorem, upper and lower limits of roots, and transformation of equations. *Prerequisite:* Mathematics 115.

293. MATHEMATICS WORKSHOP—I (3 or 6) or II (3 or 6)

Same as Mathematics 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC—(3)

Significant problems, points of view, and trends in the teaching of arithmetic. Investigation of research related to organization, content, and techniques in this

field. *Prerequisite:* Foundations in Arithmetic 201 or teaching experience. Students who have a first or second teaching field in Mathematics are not required to meet this prerequisite.

314. THEORY OF EQUATIONS—(2)

Special methods of solving higher equations, symmetric functions, and factorization theorems. *Prerequisite:* Mathematics 116.

320. HISTORY OF MATHEMATICS—(3)

History of modern mathematics and recent developments. *Prerequisite:* Mathematics 116.

330. MATHEMATICS OF FINANCE—(2)

Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. *Prerequisite:* Mathematics 107 or 109.

340. LINEAR DIFFERENTIAL EQUATIONS—(2)

Methods of solutions of linear differential equations of first and second orders. *Prerequisite:* Mathematics 116.

360. FIELD WORK IN MATHEMATICS—(2)

Mathematical applications designed to acquaint the teacher of junior and senior high school geometry or trigonometry with practical operation of transit, level, plane table, sextant, angle mirror and alidade. Applications are drawn from problems associated with surveying, leveling, map making, and various examples of indirect measurement. *Prerequisite:* Mathematics 116.

MUSIC

Students electing Music as a first teaching field with a second teaching field in another department take as a core a minimum of the following courses: 10 hours of 101, 102, 103, 104, 201, 202, 203, 204, and 217—as determined by proficiency tests; two (preferably three) courses of 215, 244, and 245; 151, 252; and one of the following sequences:

Elementary and/or High School Vocal: 132; four (preferably eight, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 235; 157; 213, 236; and electives in Music. Total, 43 hours. Participation: a minimum of two semesters each in Men's Glee Club or Women's Chorus, and University Choir.

Elementary and/or High School Instrumental: 121; four (preferably eight, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 134; 141, 223, 232; 220 or 256; 221; 236; and electives in Music. Total: 44 hours. Participation: a minimum of four semesters each in Concert Band, Marching Band, and Symphony Orchestra.

Elementary and/or High School Vocal and Instrumental: 121; two (preferably four) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 131; 134; 213, 223; 232; 235; 236; and electives in Music. Total: 50 hours. Participation: a minimum of six semesters each in one vocal organization, in Concert Band, and Symphony Orchestra.

Students who prove to be promising as teachers of Music may, upon application to the Music Department, be granted the privilege of taking both the first and second teaching fields in Music. The core requirements as listed above remain the same. The student will elect from the following sequences:

Instrumental-Vocal: 121; five (preferably ten, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 134; 141; 220 or 256; 221; 223; 232; 236; 131, 132; 124, 235; 157; 213 and electives in Music. Total: 60 hours. Participation: a minimum of four semesters each in Concert Band, and Symphony Orchestra; and of two semesters each in Marching Band, Men's Glee Club or Women's Chorus, and University Choir.

Vocal-Instrumental: 132; four (preferably seven, including piano) courses of 126, 127, 128, 129, 226, 227, 228, 229; 124, 157; 213; 235; 121; 134; 220 or 256; 221; 223; 232; 236; and electives in music. Total: 60 hours. Participation: a minimum of four semesters each in Men's Glee Club or Women's Chorus, and University Choir; and of two semesters each in Concert Band; Marching Band; and Symphony Orchestra.

The program for students taking Music as a first teaching field will probably require additional attendance for one or more summers. The number of hours required will depend upon their choice of a second teaching field and upon their preparation in Music upon entering the Division of Music Education. The program may also require more than the minimum of 128 semester hours for graduation.

Students electing Music as a second teaching field take as a minimum one of the following sequences:

High-School Vocal: A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; two (preferably four) courses of 126, 127, 226, and 227; 131; 132; 213; one course of 215, 244, 245, and 252; and electives in Music. Total: 22 hours. Participation in one vocal organization is required.

Elementary-School Vocal: A minimum of 4 hours of 101, 102, 103, 104, 111, 112, 201, 202, 203, and 204, as determined by proficiency tests; 124; two (preferably four) courses of 126, 127, 226, and 227; 131; 132; 151; 213; 235; and electives in Music. Total: 24 hours. Participation in one vocal organization is required.

Elementary and/or High-School Instrumental: A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; 121; 134; 141; one (preferably two) courses of 215, 244, and 245; 223; 232; 236; and electives in Music. Total: 24 hours. Participation: A minimum of four semesters each in Concert Band, Marching Band, and Concert Orchestra.

High-School Vocal and Instrumental: A minimum of 6 hours of 101, 102, 103, 104, 201, 202, 203, and 204, as determined by proficiency tests; 121; 131 or 132; 134; 141; 213; 223; 232; and 236. Total: 24 hours. Participation: A minimum of four semesters each in Concert Band, Concert Orchestra, Men's Glee Club or Women's Chorus, and University Choir.

In selecting the electives, the student should consult the Head of the Department of Music.

Students electing Music as a first or second teaching field are excused from Music 107.

PARTICIPATION REQUIREMENTS

Students who choose Music as a first teaching field are required to participate in the different Music organizations. The minimum requirement is listed for each sequence. Beginning with the second year of participation, the student

may earn one-half semester hour credit each semester in each organization until a cumulative maximum of six semester hours has been earned. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Those who choose Music as a second field should consult the requirement for sequence elected. Students who, upon entering the University, cannot qualify for participation in concert organizations, may substitute participation in laboratory groups until qualified for the concert organizations. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

101, 102, 103, and 104. THEORY—I (2, 2, 2, and 2) or II (2, 2, 2, and 2)

Integrated courses in theory which will develop well-rounded musicianship through coordinated experiences in the five areas—sight singing, dictation, keyboard harmony, form, and creative writing. Music 101 will place emphasis upon sight singing, 102 upon dictation, 103 upon keyboard harmony, and 104 upon form and creative writing. Assignment to these courses will be based upon previous preparation and experience and will be determined by proficiency tests. Students who had the former Music 111 and 112, Sight Singing and Ear Training, may not take these courses for credit.

107. MUSIC APPRECIATION—I (1) or II (1)

Much listening to music to enrich the student's experience and increase his enjoyment of it.

111. MUSIC FOR ELEMENTARY SCHOOLS—I (2) or II (2)

Practical course in basic skills in music for students in the Elementary and Special Education Curricula who have had little experience in music.

112. MUSIC FOR ELEMENTARY SCHOOLS—I (2) or II (2)

Practical course in music for students in the Elementary and Special Education Curricula who have developed some skill in musical expression. *Prerequisite:* Ability to sing and play simple melodies by rote and a knowledge of rudiments of music.

114. GROUP INSTRUCTION IN VIOLIN—I (2) or II (2)

Practical instruction in playing the violin for students who have had no playing experience on violin.

121. GROUP INSTRUCTION IN STRINGS—I (2) or II (2)

Practical instruction in playing viola, cello, and string bass.

122. GROUP INSTRUCTION IN PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had no playing experience on piano.

123. GROUP INSTRUCTION IN PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had playing experience on piano.

124. MUSIC EDUCATION—II (3)

Survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; planning of music suitable for the activities program. Students who do not have a teaching field in music may not take this course except by special permission.

125. GROUP INSTRUCTION IN CLARINET—I (2) or II (2)

Practical instruction in playing the clarinet for students who have limited or no playing experience on clarinet.

126, 127, 128, 129. APPLIED MUSIC—I (2) and II (2)

Piano, voice, strings, woodwinds, brass, percussion, harp, and organ.

131. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical instruction in singing. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

132. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Continuation of Music 131.

134. GROUP INSTRUCTION IN PERCUSSION—I (2)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had Music 233 may not take this course for credit.

140. GROUP INSTRUCTION IN BRASS—I (2) or II (2)

Practical instruction in playing for students who have had limited or no playing experience on Brass Instruments.

141. MARCHING BAND TACTICS—I (2)

Rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

150. MUSIC LITERATURE FOR CHILDREN—Summer only (3)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

151. LITERATURE OF MUSIC—I (2) or II (2)

Music literature from the cultural point of view. Illustrations from library of records will be used.

157. METHODS AND MATERIALS OF THE PUBLIC PERFORMANCE—Summer only (3)

Selection and staging of materials suitable for entertainments and programs of the school year.

181-187. PARTICIPATION—Throughout the year (1½ to 6)

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.

193. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

201, 202, 203, and 204. THEORY—I (2, 2, 2, and 2) or II (2, 2, 2, and 2)

Comparable to Music 101, 102, 103, and 104, except that emphasis will be placed upon analysis and written harmony dealing with modulation and various embellishments. Students who had Music 209 and 211, Harmony, may not take these courses for credit.

208. HARMONY—Summer only (3)

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Students with a teaching field in music may not take this course except by special permission.

213. CONDUCTING (Choral)—I (2) or II (2)

Fundamental principles of baton technique, voice testing and blending, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. *Prerequisite:* Choral experience and a knowledge of the rudiments of music.

215. HISTORY OF MUSIC—I (2)

Development of music from the beginning to and including the time of Beethoven. Nationalities, schools, and composers considered, and the relation of music to the history of civilization shown.

217. ORCHESTRATION—I (3) or II (3)

Scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.

220. MATERIALS IN INSTRUMENTAL MUSIC—Summer only (3)

Materials for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high-school levels.

221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—Summer only (3)

Selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

223. GROUP INSTRUCTION IN WOODWINDS—I (2) or II (2)

Practical instruction in playing the flute, oboe, bassoon, alto and bass clarinets, and saxophone.

226, 227, 228, 229. APPLIED MUSIC—I (2) and II (2)

Advanced piano, voice, strings, woodwinds, brass, harp, and organ.

232. GROUP INSTRUCTION IN BRASS—I (2) or II (2)

Practical instruction in playing the brass instruments of the band and orchestra.

233. GROUP INSTRUCTION IN BRASS AND PERCUSSION—Summer only (3)

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had Music 134 or 232 may not take this course for credit.

235. MUSIC EDUCATION—I (3)

Survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program. Students who do not have a teaching field in Music may not take this course except by special permission.

236. ADVANCED CONDUCTING (Instrumental)—I (2) or II (2)

Continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

237. MUSIC EDUCATION—Summer only (3)

Modern trends in music education for the high schools. Special topics: music education in the changing curriculum; the music teacher himself; class instruction and other courses; organization and operation of the vocal and instrumental groups; housing; equipment; materials; reports; assembly programs and public performances; and other problems pertaining to a well-balanced program of music education in the high school of today.

238. MUSIC FOR THE EXCEPTIONAL CHILD—I (3)

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the exceptional child.

239. MUSIC EDUCATION FOR THE LOWER GRADES—I (3) or II (3)

Basic skills, techniques, and materials for music activities in kindergarten, grades one, two, and three. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission. *Prerequisite*: Music 111 or 112 or 101 or 102.

240. MUSIC EDUCATION FOR THE UPPER GRADES—I (3) or II (3)

Basic skills, techniques, and materials for music activities in grades four-five, six, seven and eight. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission. *Prerequisite*: Music 111, 112, 101, or 102.

244. HISTORY OF MUSIC—I (2) or II (2)

Continuation of History of Music 215. Treats romanticism, national trends, and styles leading into present day techniques.

245. MODERN MUSIC—I (3) or II (3)

Detailed study of Twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, television, and war upon music. Emphasis upon American contributions.

252. LITERATURE OF MUSIC—I (2) or II (2)

Larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—Summer only (3)

Administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

293. MUSIC WORKSHOP—I (3 or 6) or II (3 or 6)

Same as Music 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301. FORM AND ANALYSIS IN MUSIC—(2)

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

302. FORM AND ANALYSIS IN MUSIC—(3)

Continuation of Music 301 with emphasis on harmonic structure.

305. COMPOSITION—(3)

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations or full orchestra.

310. MUSIC OF WESTERN EUROPE—Summer only (2-8)

Field work in Great Britain, France, Germany, Austria, Switzerland and Italy. Part of the regular summer session and runs concurrently with it. Time will be spent in the field attending leading music festivals and visiting places of musical significance. Intensive study conducted prior to departure, on board ship, and/or between travels. Examinations will be given during return trip. *Prerequisite:* Approval of Instructor.

315. MUSIC IN AMERICA—(3)

Indigenous and borrowed influences in American music from the times of the early settlements through periods of expansion to present day activities. A background of American musical style and culture and an understanding of present trends will be developed.

351. THE OPERA—(2)

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores as well as live performances.

353. HISTORY OF MUSICAL INSTRUMENTS—(2)

Evolution of musical instruments from the origins to the present, with particular regard to music and general culture. The development of primitive, Oriental and Western instruments.

360. PSYCHOLOGY OF MUSIC EDUCATION—(3)

Investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

361. TESTS AND MEASUREMENTS IN MUSIC—(3)

Bases upon which aptitude and achievement in music have been and may be measured.

PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: 140, 141, 150, 151, 207, an additional senior-college course in Physics, and electives in Physical Science. Total: 35 hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: 140, 141, 150, 151, 207, an additional senior-college course in Physics, and electives in Physical Science. Total: 23 hours. In selecting the electives, the student should consult the Head of the Department of Physical Science.

Students electing Physical Science as a teaching field are not required to take Natural Science Survey 109 or 110.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Given jointly by the Departments of Biological Science, Geography, and Physical Science.

120. GENERAL INORGANIC CHEMISTRY—I (3)

Fundamental principles of chemical science. For Home Economics students. Three class meetings per week, including one double laboratory period. Students who have had Physical Science 140 or 142 may not take this course for credit.

132. ORGANIC CHEMISTRY—II (3)

Elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, proteins, dyes, textiles, plastics, fuels and cleaners. For Home Economics students only. Three class meetings per week, including one double laboratory period. Students who have had Physical Science 143 or 207 may not take this course for credit. *Prerequisite:* Physical Science 120 or 140 or 142.

140. GENERAL CHEMISTRY—I (4)

First half of a two-semester sequence, including fundamental principles. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 120 or 142 may not take this course for credit.

141. GENERAL CHEMISTRY—II (4)

Continuation of Physical Science 140 including the metals. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 140.

142. GENERAL CHEMISTRY—I (5)

First half of a two-semester sequence, including fundamental principles and some qualitative analysis. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 120 or 140 may not take this course for credit.

143. AGRICULTURAL ORGANIC CHEMISTRY—II (5)

Continuation of Physical Science 142, including organic chemistry. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 132 or 207 may not take this course for credit. *Prerequisite:* Physical Science 140 or 142.

145. GENERAL CHEMISTRY—Summer only (9)

Intensive beginning chemistry completing a year's work in eight weeks. Non-metals, metals and the fundamental principles of chemical science. (Two recitations and one laboratory period per day.) This course is the equivalent of 140 and 141.

150. GENERAL PHYSICS—I (4)

First half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

151. GENERAL PHYSICS—II (4)

Continuation of Physical Science 150 including elementary magnetism, electricity, electronics, optics, and radiation. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

152. ELEMENTARY PHYSICS—I (5)

Brief course for those who need less than a full year of college physics. Selected topics from the various divisions of physics, with emphasis on physics as used in other sciences. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 150 or 151 may not take this course for credit.

155. GENERAL PHYSICS—Summer only (9)

Intensive beginning physics completing a year's work in eight weeks. Elementary mechanics, wave motion, sound, heat, magnetism, electricity, electronics, optics and radiation. (Two recitations and one laboratory period per day.) This course is the equivalent of 150 and 151.

201. QUALITATIVE ANALYSIS—I (4)

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Four class meetings per week, including two double laboratory periods. *Prerequisite:* Physical Science 141.

204. QUANTITATIVE ANALYSIS—II (4)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds, and alloys. Four class meetings per week, including two double laboratory periods. *Prerequisite:* Physical Science 201.

207. ELEMENTARY ORGANIC CHEMISTRY—I (4)

Introduction to organic chemistry in which a general study is made of the aliphatic and aromatic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 132 or 143 may not take this course for credit. *Prerequisite:* Physical Science 141.

212. ORGANIC CHEMISTRY—II (4)

Continuation of Physical Science 207 in which a more detailed study is made of the aliphatic, carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 207.

250. FUNDAMENTALS OF RADIO—I (3)

Electrical theory involving both D.C. and A.C. circuits. Vacuum tubes and radio circuits. *Prerequisite:* Physical Science 151.

252. HOUSEHOLD PHYSICS—I (3)

Applied physics of the home for Home Economics students. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week, including one double laboratory period.

261. ADVANCED ELECTRICITY—I (4)

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power, and thermionic tubes. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 151 and Mathematics 111.

264. MODERN PHYSICS—II (3)

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. *Prerequisite:* Eight semester hours each in physics and chemistry, and Mathematics 115.

265. ADVANCED MECHANICS AND THERMODYNAMICS—II (4)

Trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Four class meetings per week including one three-hour laboratory period. *Prerequisite:* Physical Science 150 and Mathematics 115.

272. WAVE MOTION AND PHYSICAL OPTICS—II (4)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Four class meetings per week, including one three-hour laboratory period. *Prerequisite:* Physical Science 150 and Mathematics 115.

274. GENERAL SCIENCE—II (3)

Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers of general science in the elementary, junior, and senior high schools.

275. ELEMENTARY PHOTOGRAPHY—II (3)

Basic training for beginners in photography. Taking, developing and printing of a picture, the preparation of slides, film strips, etc.; the use of photography in school publication such as newspapers and yearbooks. Adequate training for teachers wishing to sponsor photography clubs in high school. Does not count toward first or second fields in physical science.

276. INTRODUCTION TO AERONAUTICS—II (3)

Navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

279. MUNICIPAL AND INDUSTRIAL SCIENCE—I (3)

Scientific aspects of community and industrial problems. Municipal studies will include sanitation, water and sewage treatment, and crime detection. Industries include ceramics, sulfuric acid, zinc smelting, corn products, soy-bean milling, and dairying. Excursions are made to industries within seventy-five miles of Normal. This course will give its members a background in applied

science that will enrich their classroom teaching. There is no transportation cost to the student. *Prerequisite*: Physical Science 141.

310. ORGANIC CHEMISTRY—(3)

Survey of organic chemistry for students who have had four to six hours of undergraduate organic chemistry. *Prerequisite*: Organic Chemistry 207.

312. QUALITATIVE ORGANIC ANALYSIS—(3)

Identification of organic compounds. *Prerequisite*: Physical Science 212 or 310.

321. PHYSICAL CHEMISTRY—(5)

First of a series in theoretical chemistry dealing with the properties of gasses, liquids, solids, solutions, elementary thermodynamics, and colloids. *Prerequisite*: General Physics 151, Physical Science 151 and 204; Mathematics 116.

324. PHYSICAL CHEMISTRY—(5)

Continuation of Physical Science 321, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. *Prerequisite*: Physical Science 321.

341. ADVANCED INORGANIC CHEMISTRY—(3)

Interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. *Prerequisite*: Physical Science 204.

342. DESCRIPTIVE INORGANIC CHEMISTRY—(3)

Inorganic free radicals, carbonyls, metallo-organic compounds, hydrides, non-aqueous solution. *Prerequisite*: Physical Science 204.

351. INSTRUMENTAL METHODS OF ANALYSIS—(3)

Analysis by means of optical and electrical principles and instruments, including methods as colorimetry, nephelometry, spectrophotometry, electrometric titrations, polarography, etc. *Prerequisite*: Physical Science 151 and 204, Mathematics 116.

SOCIAL SCIENCE

Students electing Social Science as a first teaching field as a minimum the following courses: 111, 112, 113, 114, 115, 116, 121, 166, and electives in Social Science. Total: 40 hours.

A limited number of students may, with the permission of the Head of the Department, pursue a double teaching field in Social Science. Those who follow this plan of study will be required to take the following courses: 111, 112, 113, 114, 115, 116, 121, 166 and electives in Social Science. Total: 55 hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Social Science. Total: 27 hours. In selecting the electives, the student should consult the Head of the Department of Social Science. The electives chosen must qualify the student to teach in at least one area of the field. The student must take Social Science 115 and 116 if preparing to teach American history.

Note: The minimum requirement for teaching history is sixteen semester hours of history, including eight semester hours in the subject to be taught.

For civics, economics, and sociology, the minimum is sixteen semester hours in the field of social science, including a minimum of eight semester hours in the subject to be taught.

111. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

112. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Continuation of Social Science 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

Continuation of Social Science 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

115. HISTORY OF THE UNITED STATES—I (3)

Colonial and the national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

116. HISTORY OF THE UNITED STATES—II (3)

Continuation of Social Science 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

118. HISTORY OF RUSSIA—II (2)

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

119. HISTORY OF ILLINOIS—I (2) or II (2)

Planned especially for rural and elementary teachers who need a basis for the teaching of units in Illinois history.

121. PRINCIPLES OF ECONOMICS—I (3) or II (3)

Fundamental factors and forces involved in the operation of the traditional American economic system.

151. POLITICAL INSTITUTIONS AND PRACTICES IN ILLINOIS—I (2) or II (2)

Organization and function of local and state government in Illinois. Emphasis on elections, the role of voters, and the duties and responsibilities of officials. Recommended for students who wish to prepare for the special examination on the constitutions. Also recommended for teachers who wish to organize selected units for teaching the constitutions.

166. INTRODUCTION TO SOCIOLOGY—I (3) or II (3)

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their

accompanying problems, examined; the importance and methods of social control emphasized.

193. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

See page 165 for description.

209. TRANSPORTATION—I (3)

Development of railway, waterway, air, and highway transportation. Considerable attention is given to the major problems growing out of increased traffic and its regulation. Major emphasis on contemporary conditions and problems.

210. INTERNATIONAL ECONOMICS—II (3)

Designed to examine such basic aspects of the international economy as the reasons for trade, the terms of trade, and the adjustments necessary to achieve the highest possible plane of living. Particular emphasis on the tariff issue and the purposes and functions of the international financial institutions now extant.

211. MODERN ECONOMIC SOCIETY—I (3)

Economic system of the United States with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, and international trade and finance. *Prerequisite:* Twelve semester hours in social science.

213. MONEY AND BANKING—I (3)

Development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities. *Prerequisite:* Social Science 121.

214. LABOR ECONOMICS AND LABOR PROBLEMS—II (3)

Worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. *Prerequisite:* Twelve semester hours in social science.

216. AMERICAN INDUSTRIAL HISTORY—II (3)

Industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. *Prerequisite:* Social Science 115 or 116.

217. AMERICAN LIFE AND INSTITUTIONS—I (3)

Emphasis on biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

218. AMERICAN LIFE AND INSTITUTIONS—II (3)

Continuation of Social Science 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

220. ANCIENT HISTORY—I (3)

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. *Prerequisite:* Social Science 113.

223. MEDIEVAL HISTORY—II (3)

Chronologically, a continuation of Roman History to 1500. The Church,

feudalism, the towns, and the medieval background of modern nationalities considered. *Prerequisite:* Social Science 113.

225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

Two great movements with emphasis on their continued effects on civilization. *Prerequisite:* Social Science 114.

226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

Predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. *Prerequisite:* Social Science 114.

227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. *Prerequisite:* Social Science 114.

228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

Forces that led to World War I. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem, and the great international crises. *Prerequisite:* Social Science 114.

229. EUROPE SINCE WORLD WAR I—I (2)

Treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, World War II and its aftermath. *Prerequisite:* Twelve semester hours in social science.

231. COLONIAL LIFE AND INSTITUTIONS—I (3)

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. *Prerequisite:* Social Science 115.

232. HISTORY OF THE AMERICAN FRONTIER—II (3)

Westward movement and the influence of the frontier on American life and institutions. *Prerequisite:* Twelve semester hours in social science.

233. EXPANSION AND UNION—I (2)

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. *Prerequisite:* Twelve semesters hours in social science.

235. HISTORY OF THE SOUTH—II (3)

Characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. *Prerequisite:* Social Science 115.

237. HISTORY OF AMERICAN DIPLOMACY—I (2)

Reviews the history of the diplomatic activities of American government. A presentation and interpretation of official papers and documents as well as the personalities in American diplomacy.

238. OLD NORTHWEST, 1840-1880—II (2)

States of the Northwest Territory and their neighbors from the Jacksonian Period to the Gilded Age. The people of the region, their attitudes toward national affairs, and their significant contributions to the building of the nation. Attention directed toward problems of modern America.

239. UNITED STATES AS A WORLD POWER—I (2)

Emergence of the United States as a great power in world affairs. Problems of isolation, neutrality, relations with the League of Nations, and the peace treaties following World Wars I and II. Emphasis upon world affairs with attention directed toward the participation and leadership of the United States after World War II.

241. MATERIALS IN SOCIAL SCIENCE—I (3) or II (3)

Selected units in American and in World History as well as in other social sciences which will serve as sources for demonstrating the relationships existing between the basic content of the social sciences and the presentation of an appropriate content in the secondary schools. Attention given to contemporary events in relation to our historical evolution. Designed for majors and minors in social science.

242. ENGLISH HISTORY—II (3)

Development of the British Constitution, the church, the rise of machine civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, and problems of World Wars I and II. *Prerequisite:* Social Science 113 and 114.

243. HISTORY OF THE FAR EAST—I (3)

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics. *Prerequisite:* Twelve semester hours in social science.

245. HISTORY OF THE WESTERN HEMISPHERE—I (3) or II (3)

For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Students who have had History of Latin America 245 may not take this course for credit.

251. AMERICAN GOVERNMENT—I (3) or II (3)

Services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

Growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253. POLITICAL PARTIES—I (2)

American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254. INTERNATIONAL RELATIONS—II (3)

Problems of nationalism, imperialism, war, and peace. The growth of international organization is emphasized and the whole material is pointed to the future.

261. THE COMMUNITY—I (3)

Structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262. THE FAMILY—II (3)

Family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263. SOCIAL PATHOLOGY—I (2)

Problems of personal maladjustment, pathological behavior, the influences of community disorganization, and other results arising from mechanization and urban life.

264. MINORITY PEOPLES—II (2)

Population and immigration, race relations, and the problems arising from the fusion of cultures.

265. SURVEYS AND FIELDWORK—Throughout the year (1 to 6)

For advanced students who have had one or more courses in sociology, preferably Social Science 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

293. SOCIAL SCIENCE WORKSHOP—I (3 or 6) or II (3 or 6)

Same as Social Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

315. PUBLIC FINANCE—(3)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

320. EUROPEAN BACKGROUND OF AMERICAN HISTORY—(3)

European origins of American arts and institutions based on an analysis of the American scene and the tracing of European influences to the sources.

324. SELECTED STUDIES IN EUROPEAN HISTORY—(2)

General field of study covered in the course will vary every semester according to the interests and needs of students and the availability of instructors.

331. LINCOLN: THE MAN AND HIS TIMES—(2)

Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

333. HISTORY OF THE MISSISSIPPI VALLEY—(3)

Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

334. FOREIGN RELATIONS SINCE 1898—(3)

American diplomacy in the Far East, Latin America, and Europe; conflicting ideologies and interests; alignments and objectives from the Spanish-American War to World War II.

335. STUDY AND TEACHING OF HISTORY—(2)

Development of the emphasis in content, writing, and organization of materials employed in the study and teaching of history. Attention directed toward the relation of the subject to allied subjects and to its place in the curriculum. Useful to prospective and experienced teachers in the junior and

senior high schools and in junior colleges. *Prerequisite:* Sixteen semester hours in history.

357. COMPARATIVE GOVERNMENT—(2)

To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. PUBLIC OPINION AND PROPAGANDA—(3)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. CULTURAL ANTHROPOLOGY—(2)

Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

363. CHILD WELFARE SERVICES—(3)

Examination of policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements.

367. CRIMINOLOGY—(2)

Intensive study of the causes of crime and delinquency, together with the recognition, detection, and prevention of criminal acts. Attention given to roles to be assumed by contemporary institutions in preventing crime; also to the evolution of penology and current practices in penal care.

368. REGIONALISM IN THE UNITED STATES—(2)

Cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

SPANISH

Students having only one year of high-school Spanish begin with 111; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students electing Spanish as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 24 to 32 hours, depending on whether high-school Spanish is accepted in lieu of Spanish 111 and 112.

Students electing Spanish as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 16 to 24 hours, depending on whether high-school Spanish is accepted in lieu of Spanish 111 and 112. In selecting the electives, the student should consult the Head of the Department of Foreign Languages.

111 and 112. FIRST-YEAR SPANISH—I (4) and II (4)

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

113. FIRST-YEAR SPANISH—Summer only (8)

Intensive beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

114. COMPOSITION AND CONVERSATION—Summer only (3)

Practical exercises aimed at developing the ability to speak Spanish. *Prerequisite:* Spanish 112 or two years of high school Spanish.

115 and 116. SECOND-YEAR SPANISH—I (4) and II (4)

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence. *Prerequisite:* Spanish 112, or 113, or two years of high-school Spanish.

119. SPANISH FOR THE ELEMENTARY SCHOOL—Summer only (8)

Intensive course, requiring the full time of the student for eight weeks. Special emphasis on pronunciation and intonation; the oral approach to Spanish; conversational patterns; songs, rhymes, and games; basic principles of modern language teaching in the elementary school; planning the work in Spanish. *Prerequisite:* Spanish 112 or 113, or two years of high-school Spanish.

211 and 212. MODERN SPANISH NOVEL—I (2) and II (2)

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries.

215 and 216. MODERN SPANISH DRAMA—I (2) and II (2)

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries.

217. *Civilización española*—I (1)

Life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. *Prerequisite:* Spanish 116.

218. *Civilización hispanoamericana*—II (1)

Present-day cultural background of Spanish-speaking countries in the Americas. *Prerequisite:* Spanish 116.

221. SURVEY OF SPANISH LITERATURE—I (3)

Spanish literature from the *Poema de mio Cid* to the present with special emphasis on the *Siglo de oro*. Class and individual reading to supplement and round out previous work in Spanish literature. *Prerequisite:* Spanish 116.

222. SURVEY OF SPANISH-AMERICAN LITERATURE—II (3)

Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. *Prerequisite:* Spanish 116.

231. ADVANCED COMPOSITION AND CONVERSATION—I (3)

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar. *Prerequisite:* Spanish 116.

232. SPANISH DRAMA OF THE *SIGLO DE ORO*—II (3)

Class and collateral reading of selected plays from the great dramatists of Spain's *Golden Age*. *Prerequisite:* Spanish 215 or 216.

301. SPANISH-AMERICAN LITERATURE—Summer only (3)

History of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: 111, 121, 123, 125, 131, 132, 141, 215, 270, and electives in Speech. Total: 34 hours.

Students electing Speech as a first teaching field may request permission to take their second teaching field in the Speech Re-education area, thereby qualifying for certification as Speech Correctionists. Those students whose requests are approved, in addition to completing the courses required for a first teaching field, must take the following courses: Speech 211, 217 (200 clock hours of clinical work), 218, 219, 250, 251, 256, 271, 272; Biological Science 145, 146; Psychology 227, 229, 234. Student Teaching for this second field in Speech Re-education should be Education 215, working in the Speech Clinic.

Students electing Speech as a second teaching field take as a minimum the following courses: 111, 121, 123, 125 or 132, 141, 215, 270 and electives in Speech. Total: 24 hours.

Students electing Speech as a first or second teaching field are excused from Speech 110, which is required in the core curriculum.

110. FUNDAMENTALS OF SPEECH—I (3) or II (3)

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones. Students who have had Speech 112 may not take this course for credit. *Prerequisite:* English 110. Students exempt from English 110 by examination are eligible to take this course.

111. VOICE AND DICTION—I (3)

Voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.

121. PUBLIC SPEAKING—II (3)

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. Students who have had Speech 110 may not take this course for credit. *Prerequisite:* Speech 111.

123. DISCUSSION—II (2)

Working principles and methods of discussion projects in reflective thinking in various kinds of discussion situations.

125. ARGUMENTATION AND DEBATE—I (3)

Application of the principles of argumentation and debate.

131. DRAMATIC PRODUCTION—I (3)

Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees.

132. DRAMATIC PRODUCTION—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays di-

rected, acted, and staged by members of the class. Reading of plays suitable for community and school production.

141. ORAL INTERPRETATION OF LITERATURE—II (3)

Fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. *Prerequisite:* Sophomore standing and Speech 110 or 111.

160. INTRODUCTION TO RADIO BROADCASTING—II (2)

Survey of broadcasting methods; practice in the production of various types of radio programs. Consideration of the use of the radio in the classroom. *Prerequisite:* Sophomore standing, Speech 110 or 111, and 121.

202. EXTEMPORE SPEAKING—II (2)

Applied course in expository and persuasive speaking, intended for the student for whom Speech 110 has provided insufficient speaking skill. Students who have had Speech 221 may not take this course for credit. *Prerequisite:* Speech 110.

211. PHONETICS—I (3)

Production and representation of English (American) speech sounds with emphasis toward speech re-education.

212. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For teachers in elementary education. *Prerequisite:* Speech 110.

215. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For students with a teaching field in Speech and for students in the Special Education curriculum in Speech Re-education. *Prerequisite:* Speech 111.

217. SPEECH CLINIC—I (1 to 6) or II (1 to 6)

Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. *Prerequisite:* Speech 212 or 215.

218. CLINICAL PROCEDURES IN SPEECH CORRECTION—I (3)

An introduction to clinical practices. *Prerequisite:* Speech 212 or 215.

219. SPEECH PATHOLOGY—II (5)

Defective speech arising from pathological conditions: Stuttering and allied disorders; methods of re-education. *Prerequisite:* Speech 212 or 215.

221. ADVANCED PUBLIC SPEAKING—II (2)

Analysis of a group of contemporary speeches. Students prepare several extempore speeches of from twenty to forty minutes in length. Students who have had Speech 202 may not take this course for credit. *Prerequisite:* Speech 121.

223. ADVANCED DISCUSSION—II (2)

Advanced study and application of the methods and principles of discussion through core group panels, on-campus forums, radio panels, etc. *Prerequisite:* Discussion 123.

224. PERSUASION—II (2)

Study and practice in the art of influencing the beliefs and behavior of men through speech. Emphasis on the Aristotelian areas of persuasion—logical, personal, and emotional—and the audience in the speech situation. *Prerequisite:* Speech 110 or 121.

227. SPEECH COMPOSITION—I (3)

Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present-day situations which require written addresses are considered.

231. ADVANCED TECHNICAL PRODUCTION—II (2)

Problems in scenic design, stage costuming, make-up, and lighting. *Prerequisite:* Speech 131.

232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in the Children's Theatre with participation in the preparation of one play with children.

233. MODERN DRAMA—II (3)

A study in trends in dramatic literature and theatrical production from Ibsen to the present day. Reading reports and discussion of the plays of the leading dramatists of Europe, Great Britain, and America. Alternates with Speech 235. Offered in 1955-1956.

235. HISTORY OF THE THEATRE—II (3)

A background for the study and production of plays including the reading of great plays of different historical periods, a study of the manner in which they were produced, and their relation to the cultural life of the time. *Prerequisite:* Dramatic Production 132.

237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, eighteenth century, melodrama, fantasy, and expressionism. Offered 1953-54. *Prerequisite:* Speech 131 and 132.

239. DRAMATIC WORKSHOP—Summer only (3)

Designed for teachers not having a teaching field in Speech who wish to prepare for directing high school plays. Selection of plays, directing techniques, crew organization, and basic production techniques. Participation in the production of one-act or longer plays.

241. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Offered 1955-56. *Prerequisite:* Speech 141.

242. EXPERIENCING BOOKS THROUGH SPEECH ACTIVITIES—II (3)

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. *Prerequisite:* Speech 110 and English or Library 202. This course is also offered as Library 242.

243. ORAL READING—Summer only (3)

Improving the teacher's oral reading; principles for teaching oral reading.

250. AUDIOMETRY AND HEARING AID SELECTION—I (2)

Use of equipment for determining hearing loss; the interpretation of test results; hearing aid selection procedures. An additional class hour is scheduled for laboratory practice.

251. SPEECH READING AND AUDITORY TRAINING—I (2) or II (2)

Survey of the methods of teaching speech reading and auditory training. Observation of class procedures and some practice.

252. CLINICAL PRACTICE: SPEECH READING AND AUDITORY TRAINING—I (2) or II (2)

Practice in teaching speech reading and auditory training with hard-of-hearing and deaf children. Preparation of instructional materials. *Prerequisite:* Speech 251.

253 and 254. LANGUAGE FOR THE DEAF AND THE HARD-OF-HEARING—I (3) and II (3)

Methods of teaching oral and written language and experience in organizing an educational program for the deaf and the hard-of-hearing. Parallels Student Teaching 215.

255. PATHOLOGY OF HEARING—I (2)

Causes of hearing loss, partial and complete; types of hearing loss and their effect on the acquisition and retention of speech. *Prerequisite:* Speech 272.

256. CONSERVATION OF HEARING—II (2)

Hygiene of the hearing apparatus. Causes of hearing loss, partial and complete. Types of hearing loss and their effect on the acquisition and retention of speech.

259. TESTING AND CONSERVATION OF HEARING—Summer only (3)

Use of equipment for determining hearing loss; the interpretation of test results; giving hearing tests. Hygiene of hearing apparatus; methods of stimulating the use of residual hearing; the use of individual and group hearing aids. Students who have had Speech 250 or 256 may not take this course for credit.

261. RADIO WORKSHOP—I (3)

Projects in script and continuity writing; announcing; acting and directing. Emphasis is placed upon the production and use of the radio for educational purposes.

270. PSYCHOLOGY OF SPEECH—I (2)

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, and the nature of various kinds of audiences. *Prerequisite:* Ten semester hours in speech.

271. SPEECH SCIENCE—II (2)

Principles of physics involved in the production and reception of spoken language.

272. ANATOMY AND PHYSIOLOGY OF HEARING AND OF SPEECH—II (2)

Anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. *Prerequisite:* Biological Science 145 and 146.

280. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—Summer only (3)

Designed to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech that may arise on the elementary-school level. Discussion and observation of classroom activities that may be utilized for the exercising and improvement of speech skills. *Prerequisite:* Speech 110 or concurrent registration.

281. PROBLEMS IN SPEECH EDUCATION IN THE SECONDARY SCHOOL—Summer only (3)

Designed for secondary-school teachers. Includes an analysis of the speech needs of high-school students, the methods of meeting these needs in the classroom and in extraclass activities, the building of a course of study, classroom projects, and textbook analysis. Students who have had Speech 230 (formerly Teaching of Speech) or Student Teaching including Special Methods in Speech may not take this course for credit.

311. ADVANCED PHONETICS—(3)

Review of the production and representation of speech sounds; a study of the methods and devices used in teaching speech sounds to those with defective speech. *Prerequisite:* Previous study of phonetics.

318. STUTTERING—(3)

Study of the research relating to stuttering and of the methods of examination, diagnosis, and remedial procedures. *Prerequisite:* Speech 212 or 215.

323. DISCUSSION TECHNIQUE—(2)

Investigation and experimentation in the democratic method of solving problems.

324. PERSUASION AND SOCIAL CONTROL—(2)

Study of and practice in persuasive speech; its use in social control.

325. ADVANCED ARGUMENTATION AND DEBATE—(2)

Advanced study in argumentation and debate. *Prerequisite:* Speech 125.

327. RHETORICAL CRITICISM—(3)

Critical consideration of rhetorical and psychological principles involved in meeting speech situations. *Prerequisite:* Speech 227 or equivalent.

328. BRITISH AND AMERICAN PUBLIC ADDRESS—(3)

Study of outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them. *Prerequisite:* Speech 227.

352. AURAL REHABILITATION—(3)

Evaluations of limitations in oral communication imposed by hearing losses; training and counseling procedures, theory and practice.

370. PSYCHOLOGY OF SPEECH—(2)

Acquisition of speech, its function in the development of an integrated personality, its function in communication.

381. TEACHING OF SPEECH IN THE SECONDARY SCHOOL—(2)

Present trends in the teaching of speech and an evaluation of current teaching materials.

* WORKSHOPS

193. ART, EDUCATION, ENGLISH, GEOGRAPHY, HEALTH AND PHYSICAL EDUCATION, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in **any one** course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the three-weeks session, the eight-weeks session, and the regular school year, residence and extension workshop opportunities are provided by various departments of the University. The departments participating will vary from semester to semester in order to enrich opportunities. The offerings will also depend upon student needs and available staff. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or student use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The amount of credit to be earned and the department in which work is to be done must be determined at the time of registration. *Prerequisite:* Teaching experience and possible departmental requirements in terms of work to be done.

293. ART, EDUCATION, ENGLISH, GEOGRAPHY, HEALTH AND PHYSICAL EDUCATION, MATHEMATICS, MUSIC, AND SOCIAL SCIENCE WORKSHOPS—(3 or 6)

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation. For information concerning the Health Education Center see Biological Science 193 and 293.

SUMMARY OF ATTENDANCE

1954-1955

STUDENTS IN RESIDENCE

SEPTEMBER, 1954—JUNE, 1955

	MEN	WOMEN	TOTAL
Graduates	135	77	212
Seniors	175	236	411
Juniors	172	270	442
Sophomores	266	347	613
Freshmen	544	577	1121
Unclassified	17	60	77
Special	10	50	60
Total (exclusive of duplicates)	1319	1617	2936

SUMMER SESSION, 1954

	MEN	WOMEN	TOTAL
Graduates	173	98	271
Seniors	103	249	352
Juniors	61	178	239
Sophomores	50	82	132
Freshmen	40	34	74
Unclassified	34	220	254
Special	19	16	35
Total	480	877	1357

JUNE, 1954—JUNE, 1955

Students in attendance for Calendar Year (exclusive of duplicates)	1543	2206	3749
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STUDENTS IN EXTENSION CLASSES

	MEN	WOMEN	TOTAL
Summer 1954 (exclusive of duplicates)	21	636	657
September, 1954—June, 1955 (exclusive of duplicates)	91	1036	1127

PUPILS IN TRAINING AND AFFILIATED SCHOOLS

JUNE, 1954—JUNE, 1955

	MEN	WOMEN	TOTAL
Metcalf Elementary	138	130	268
University High School	260	206	466
Special Services School	112	107	219
Soldiers' and Sailors' Children's School	145	75	220
Elementary	(57)	(21)	(78)
Junior High School	(88)	(54)	(142)
Total	655	518	1173

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